latviešu

Latvian

Language Guide

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Latvian 1.2
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Latvian
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

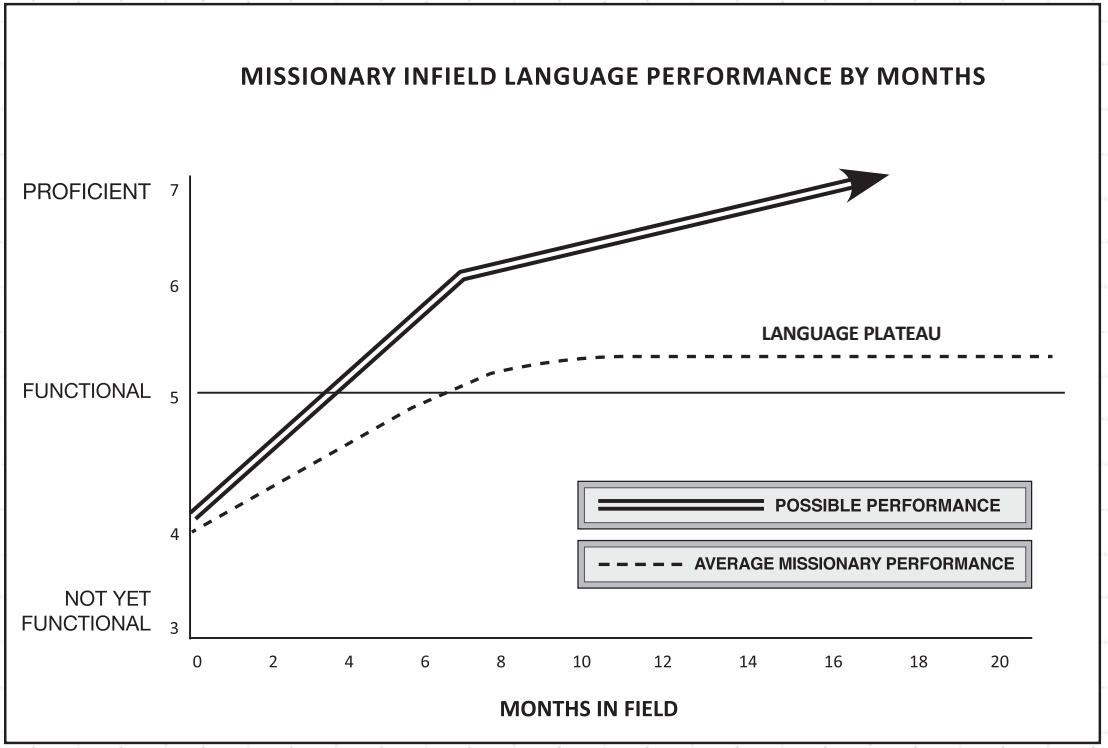
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



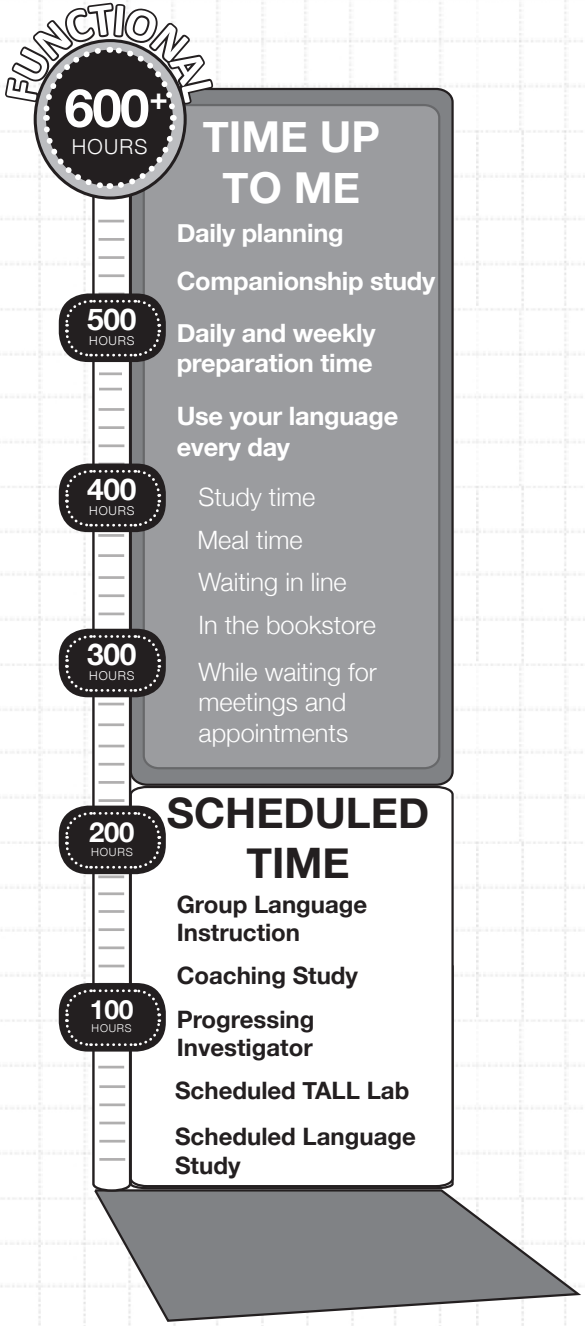
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

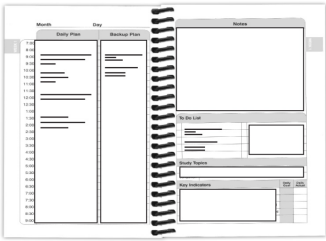
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [how]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[when]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/add. Study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary St.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	Use what I studied
3:30		
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

WEEK 3

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal
Companion

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend, "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

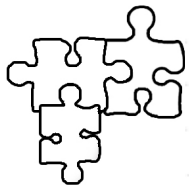
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

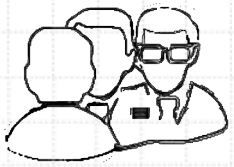


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

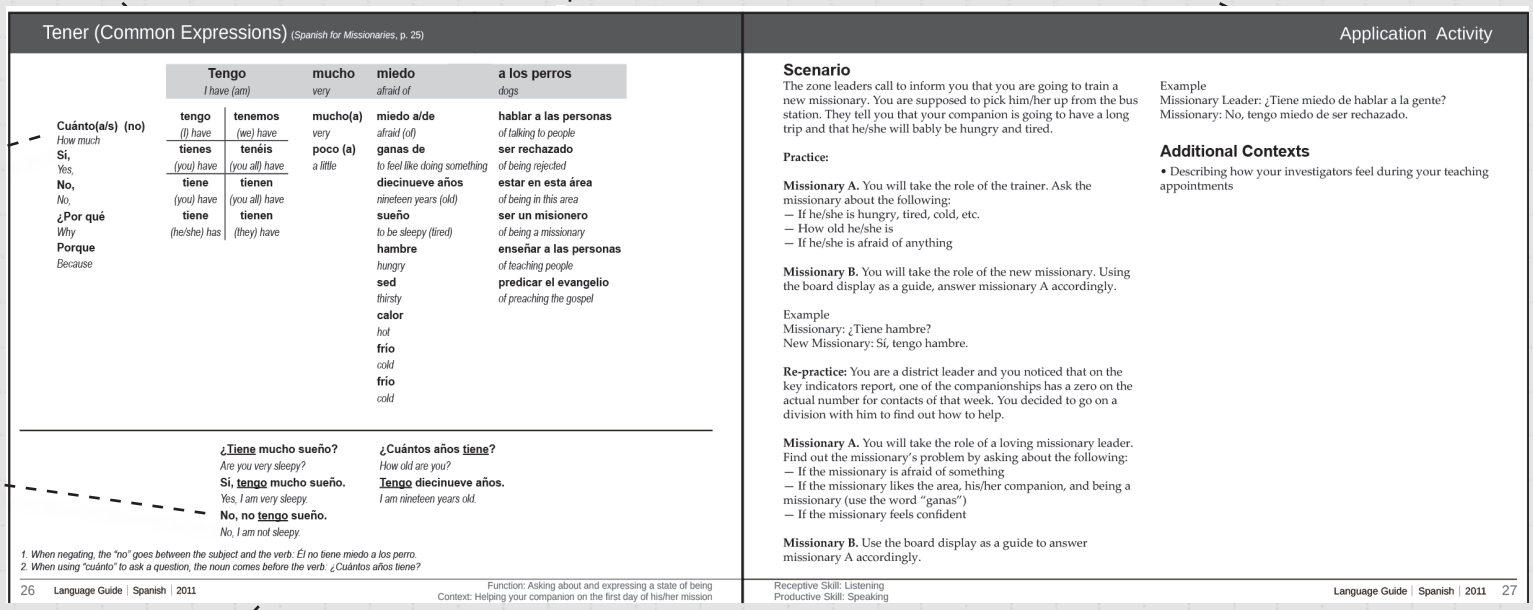
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

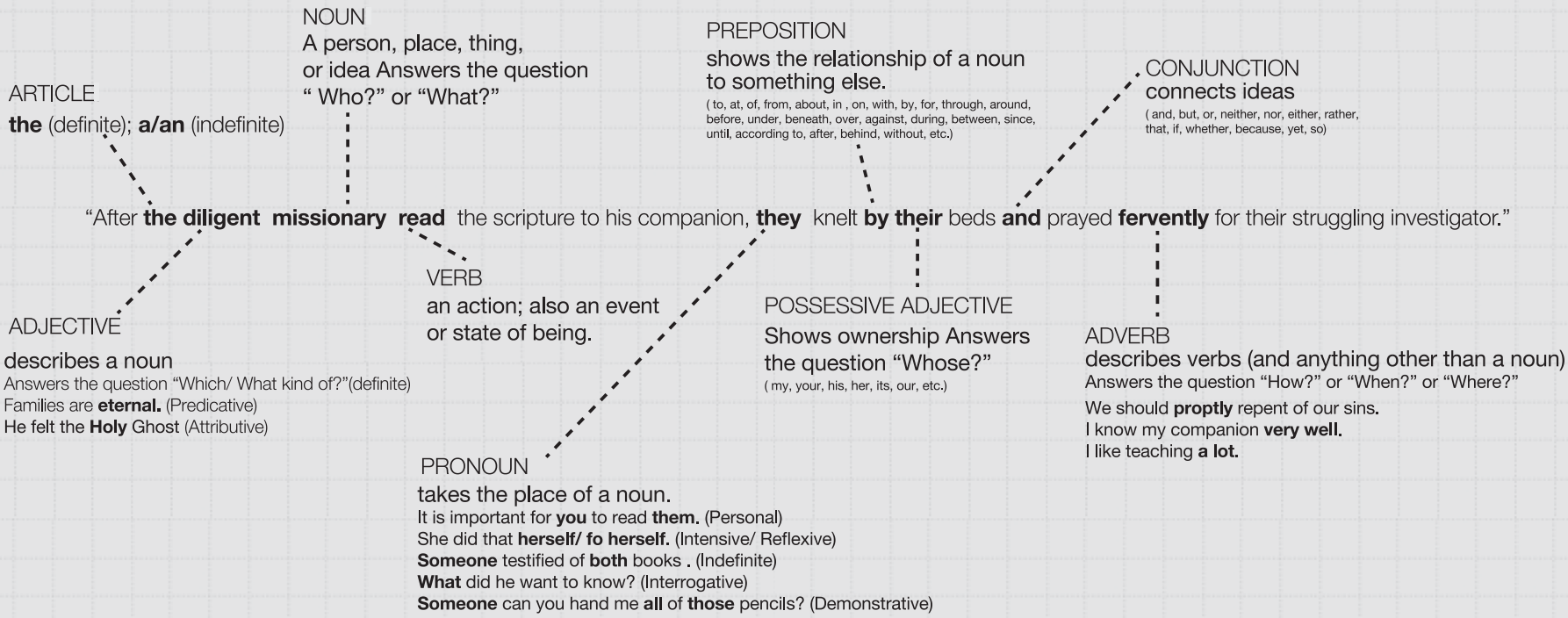
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Pronouns	
Es	*I*
Viņš	*he*
Viņa	*she*
Viņí	*they*
Jūs	*you (formal) (pl)*
Mēs	*we*
Verbs	
Saukt	*to call (a name)*
Redzēties	*to see each other*
Iet	*to go*
Stāstīt (par)	*to tell (about)*
Iepazīties	*to get to know*
Adjectives/Adverbs	
Labi	*well (good)*
Slikti	*bad*
Lieliski	*great*

Nouns	
Diena	*day*
Stunda	*lesson*
Vēstījums	*message*
Parinieks	*companion*
Pariniece	*companion (f)*
Māsa	*sister*
Brālis	*brother*
Elders	*Elder*
Baznīca	*church*
Jēzus Kristus	*Jesus Christ*
Dievs	*God*
Ģimene	*family*
Bērni	*children*
Cilvēks	*Person*

Places	
Juta	*Utah*
Aidaho	*Idaho*
Arizona	*Arizona*
Kalifornija	*California*
Nevada	*Nevada*
Florida	*Florida*
Oregona	*Oregon*
Ņujorka	*New York*
Teksasa	*Texas*
Kolorado	*Colorado*
Vaiominga	*Wyoming*
Alabama	*Alabama*
Džordžija	*Georgia*
Amerika	*America*
Kanāda	*Canada*

Grammar Help:

Vai is used when making yes/no questions by placing it at the beginning of the sentence.

Additional resources:
- TALL book pages 82 & 96 (Intros)
- Latvian Grammar Book page 42 (Numbers)

Practice:

Introduce yourself in Latvian to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Greeting	Conversation	Response	Salutation
Sveiki *Hello*	**Ka Jums iet?** *How are you doing?* **Prieks iepazīties.** *Nice to meet you.*	**Man iet labi.** *I am well.* **Man arī.** *It's nice to me too.*	**Atā.** *Goodbye.* **Uz redzēšanos.** *See you later.*

Question
Kas Jums patik darīt? *What do you like to do?*

I like	Nom. Noun/Verb
Man patik... *I like...* **Mums patik...** *We like...*	**sporti** *sports* **mūzika** *music* **māksla** *art* **lasīt** *to read* **sportot** *to play sports* **spēlēt** *to play*

Acc. Pronoun	Verb
Kā Jūs *How you*	**sauc?** *they call?*
Mani *Me* **Viņus** *Them* **Viņu** *Him/Her* **Mūs** *Us*	**sauc...** *they call...*

This/These	Pos. Pronoun	Nom. Noun
Šis/Šie *This is (These are)(m)* **Šī/Šīs** *This is (These are) (f)*	**mans / mani** *my (m) (pl)* **mana / manas** *my (f) (pl)*	**parinieks /parinieki** *companion(s). (m)* **pariniece(s)** *companion(s). (f)*

Nom. Noun
Elders (Elderi)_____. *Elder(s).* **Māsa(s) _____.** *Sister(s).* **Brāļi(s) _____.** *Brother(s).*

Question
No kurienes Jūs esat? *Where are you from?*

I Am From	Gen. Noun
Es esmu no *I am from*	**Jutas štata.** *the state of Utah.* **Amerikas.** *America.* **Kanādas.** *Canada.*

Have	Nom. Noun
Vai Jums ir *(Do you have)* **Kam ir** *(Who has)*	**ģimene?** *a family?* **brāļi?** *brothers?* **māsas?** *sisters?* **bērni?** *children?*
Mums ir *At us there is* *(We have)*	**stunda.** *a lesson.* **vēstījums.** *a message.*

I Have	Family Members
Man ir *At me there is* *(I have)*	**viens brālis.** *one brother.* **viena māsa.** *one sister.* **divas māsas.** *two sisters.* **trīs brāļi.** *three brothers.* **pieci brāļi.** *five brothers.* **seši brāļi.** *six brothers.*

Tell	Us/Me	About	Object
Stastiet *Tell (command)*	**mums** *to us*	**par** *about*	**sevi.** *yourself.* **savu ģimeni.** *your family.* **saviem bērniem.** *your family.* **savu darbu.** *your work.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Mīlēt	*to love*
Vēlēties	*to desire*
Zināt	*to know*
Klausīties	*to listen*
Mācīt	*to teach*
Gribēt	*to want*
Dot	*to give*
Sūtīt	*to send*
Būt	*to be*
Interrogative Pronouns	
Kas / Ko	*what*
Kas	*who*
Kāpēc	*why*
Adjectives	
Svarīgs	*important*
Laimīgs	*happy*
Pēdējais	*last*
Prepositions	
par	*about*
ar	*with*
uz	*to / toward*

Nouns	
Dēls	*son*
Vārds	*word*
Pravietis	*prophet*
Misionārs(e)	*missionary(f)*
Mormona Grāmata	*Book of Mormon*
Bībele	*Bible*
Patiesība	*truth*
Piedošana	*forgiveness*
Pēstīšanas Iecere	*Plan of Happiness*
Svētie	*saints*
Dzīve	*life*
Mērķis	*purpose (goal)*
Pārstāvis	*representative*

Pronouns	
Mani	*me (acc.)*
Man	*to me (dat.)*
Mūs	*us (acc.)*
Mums	*to us (dat.)*
Jūs / Tevi	*you (acc.)*
Jums/ Tev	*to you (dat.)*
Visu	*everyone (acc.)*
Visiem	*to everyone (dat.)*

Review:

Think of how this task can help you convey your purpose to an investigator. Practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth.

Grammar Help:

There are many important grammatical functions in this task. The most important structure is how the Nominative Case (Subject) causes a verb to conjugate, which causes the Accusative Case (Object). Familiarize yourself with these two cases and verb conjugations in your language study by using this language guide and other resources.

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in this task in order to accomplish your goal.

Pronoun	To Be	Genetive	Nom. Noun
Mēs *We*	**esam** *are*	**Tā Kunga** *the Lord's* **Dieva** *God's* **Jēzus Kristus** *Jesus Christ's* **Debesu Tēva** *Heavenly Father's*	**misionāri** *missionaries.* **misionāres** *(sister) missionaries* **bērni** *children.*

What	Means to you	Noun
Ko *What*	**Jums nozīme..** *to you means...*	**Jēzus?** *Jesus?* **Dievs?** *God?* **ticība?** *faith*

Why	__ important	For You
Kāpēc *Why*	**ģimene ir svarīga** *family is important(f* **ticība ir svarīga** *faith is important (f)* **Kristus ir svarīgs** *Christ important (m)* **šis/šī ir svarīgs(a)** *this is important(f/m)*	**Jums/ Tev?** *for you?*

Connecting Words
un
and
kopš
since
tāpēc ka
because
arī
also

Nom. Noun	Present Verb	Acc. Noun
Dievs *God* **Kristus** *Christ* **Viņš** *He*	**mīl** *loves* **zina** *knows* **klausās** *listens*	**mūs.** *us.* **Jūs.** *you.* **Jūsu ģimeni.** *your family.* **visus.** *everyone.*

Nom. Noun	Past Verb	Acc. Noun	Dat. Pronoun
Dievs *God* **Viņš** *He*	**deva** *gave* **sūtīja** *sent*	**Kristu** *Christ* **praviešus** *prophets* **ģimeni** *family* **Mormona Grāmatu** *the Book of Mormon*	**mums.** *to us.* **Jums.** *to you.* **visiem.** *to everyone.*

Nom. Noun	Present Verb	Dat. Noun	Acc. Noun
Jēzus *Jesus* **Mormona Grāmata** *Book of Mormon* **Pravieši** *Prophets* **Mēs** *We*	**māca** *teaches* **mācām** *teach*	**mums** *to us* **Jums** *to you* **Jūsu ģimenei** *to your family* **visiem** *to everyone*	**ticību.** *faith.* **grēku nožēlošanu.** *repentance.* **Pēstīšanas leceri.** *The Plan of Happiness.* **patiesību.** *truth.* **Dieva vārdu.** *the Word of God.*

You	Present Verb	Acc. Noun
Vai *Do* **Jūs** *you*	**gribat** *want* **mēklējat** *searching (for)* **vēlaties** *desire*	**piedošanu?** *forgiveness?* **ticību Dievam?** *faith in God?* **laimīgu ģimeni?** *happy family?* **patiesību?** *truth?* **laimi?** *happiness?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Tēvs	*father*
Svētais Gars	*Holy Ghost*
Evaņģēlijs	*Gospel*
Klausītājs	*investigator*
Vārds	*name*
Mīlestība	*love*
Palīdzība	*help*
Spēks	*strength*
Saprašana	*understanding*
Vēlme	*desire*
Valoda	*language*
Lūgšana	*prayer*
Adjectives	
Debesu	*heavenly*
Pateicīg(s/a)	*thankful(f)*
Dargais	*dear*
Mīļošais	*loving*
Expressions	
Lūdzu	*please*

Verbs	
Pateikties	*to thank*
Vaicāt / Lūgt	*to ask (beg)*
Palīdzēt	*to help*
Lūgt	*to pray*
Pilnveidoties	*to improve*
Saprast	*to understand*
Mācīties	*to learn*
Varēt	*to be able to*
Nožēlot Grēkus	*to repent*
Kristīties	*to be baptized*
Lasīt	*to read*
Stūdēt	*to study (learn)*
Svētīt	*to bless*
Noskaitīt	*to offer*
Prepositions	
par	*for (accusative)*
Conjunction	
lai	*so that*

Review:

Immediate Review:

Pray in Latvian today in your companionship study as well as one other time during the day.

Grammar Help:

Look at the chart on page 94 in the back of your Latvian Grammar Book to locate the pronouns table and learn how they decline in each case. Using the same chart, look at the possessive pronouns and how they decline in each case.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your *Vocabulary and Phrases Latvian Book.* Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and God.

Poss. Pronoun	Adjective	Name
Mūsu *Our* **Mans** *My*	**Dargais** *Dear* **Mīļošais** *Loving*	**Debesu Tēvs,** *Heavenly Father,* **Dievs,** *God,*

Pronoun	Thank	Thee	Prep.	Acc. Noun
Es *I* **Mēs** *we*	**pateicos** *thank* **pateicamies** *thank*	**Tev** *Thee (dat.)*	**par** *for*	**ģimeni.** *family.* **evaņģēliju.** *the Gospel.* **Svēto Garu.** *the Holy Ghost.* **Tavu palīdzību.** *Thy help.*

Pronoun	Verb	Thee	To Help	Dative	Verb
Es *I*	**lūdzu** *ask*	**Tevi** *Thee*	**palīdzi** *to help*	**man** *to me* **mums** *to us* **klausītājam** *to the investigator*	**saprast.** *to understand.* **pilnveidoties.** *to change.*
Mēs *We*	**lūdzam** *ask*				

Please	Bless	Acc. Pronoun	Instr. Noun
Lūdzu *Please*	**svētī** *bless (command)*	**mūs** *us* **mani** *me* **viņu** *him (her)* **viņus** *them*	**ar Svēto Garu.(,)** *with the Holy Ghost.(,)* **ar spēku.(,)** *with strength.(,)* **ar svešvalodas dāvanu.(,)** *with the gift of tongues.(,)* **ar vēlmi.(,)** *with desire.(,)*

So That	Pronoun	Con. Verb	Verb
lai *so that*	**Es** *I* **viņš (viņa)** *he (she)*	**varētu** *could*	**ticēt.** *to believe.* **nožēlot grēkus.** *to repent.* **kristīties.** *to be baptized.* **labi stūdēt valodu.** *well to study the language.*
	mēs *we* **viņi** *they*	**varētu** *could*	

Jēzus Kristus vārdā, Āmen.
In the name of Jesus Christ, amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Paļauties uz	*to rely on*
Ticēt	*to believe*
Pieredzēt	*to experience*
Izbaudīt	*to enjoy*
Pārvarēt	*to overcome*
Pastāvēt	*to endure*
Just / Justies	*to feel*
Saņemt	*to receive*
Adjectives	
Zinošs	*all-knowing*
Žēlsirdīgs	*merciful*
Laipns	*kind*
Dzīvojošs	*living*
Pilnīgs	*perfect*
Prepositions	
Caur	*through*
No	*from*
Uz	*upon (gen.)*

Nouns	
Glābējs	*The Savior*
Dziedināšana	*healing*
Skumjas (Bēdas)	*grief (sorrow)*
Sāpes	*pain*
Nāve	*death*
Slogs	*burden*
Ciešanas	*suffering*
Sajūtas	*emotional feeling*
Sods	*punishment*
Žēlastība	*mercy*
Grēku Izpirkšana	*The Atonement*
Mācības	*teachings*
Connectors	
Dēļ	*because of this*
Tāpēc	*that is why*
Tādēļ	*consequently (therefore)*
Līdz ar (to)	*along with (that)*

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the role of the Savior and how the atonement has helped you in your life.

Grammar Help:

Look ahead at Present Tense Verbs on page 36 of this book to better understand the grammar in this task. After looking at the other board displays, practice conjugating some of the other verbs.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

I Know	That	Nom. Noun	Adjective
Es zinu, *I know,* **Mēs zinām,** *We know,* **Jūs zināt,** *You know,*	**ka** *that*	**Debesu Tēvs** *Heavenly Father* **Jēzus Kristus** *Jesus Christ*	**ir mūsu Debesu Tēvs.** *our Heavenly Father.* **ir žēlīgs.** *is merciful.* **ir mīļošs.** *is loving.*

Through	Acc. Noun	Able To	Verb	Acc. Noun
Caur *Through*	**Svēto Garu,** *the Holy Ghost,* **Kristus upuri,** *the sacrifice of Christ,* **ticību,** *faith,*	**es varu** *I am able* **mēs varam** *we are able* **Jūs varat** *you are able*	**just** *to feel* **saņemt** *to receive*	**mieru.** *peace.* **dziedināšanu.** *healing.* **piedošanu.** *forgiveness.*

Nom. Noun	Past Verb	Gen. Noun	Acc. Noun
Jēzus Kristus *Jesus Christ* **Glābējs** *The Savior*	**juta** *felt* **pieredzēja** *experienced* **pārvarēja** *overcame*	**nāves** *of death* **grēku** *of sins.(,)*	sāpes.*(,)* *pain* slogu.*(,)* *burden* sodu.*(,)* *punishment*

un tāpēc ka
and that is why

Pronoun	Verb	Noun
es varu *I am able* **mēs varam** *we are able* **Jūs varat** *you are able*	**paļauties uz** *to rely upon* **ticēt*** *to believe in*	**viņa mācībām.** *His teachings.* **viņa žēlastību.** *His mercy.* **viņu/viņam.** *Him.*

Thanks To	Dat. Noun	Able To	Verb	Acc. Noun
Pateicoties *Thanks (to)*	Jēzum Kristum, *to Jesus Christ,* **grēku nožēlošanai,** *to repentance,*	**es varu** *I am able* **Jūs varat** *you are able* **viņš (viņa) var** *he (she) is able*	**pārvarēt** *to overcome*	**bēdas** *sorrows (regrets).* **pārbaudījumus.** *trials.* **ciešanas.** *sufferings.*

*Ticēt is a dative verb, which means that any word following it will be in the dative case.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Indicators Of Time	
Tagad	*now*
Šodien	*today*
Vakardien	*yesterday*
Rītdien	*tomorrow*
Nedēļa	*week*

Days Of The Week	
Pirmdiena	*Monday*
Otrdiena	*Tuesday*
Trešdiena	*Wednesday*
Ceturtdiena	*Thursday*
Piektdiena	*Friday*
Sestdiena	*Saturday*
Svētdiena	*Sunday*

Prepostions	
Par	*about (acc.)*
Priekš	*for (gen.)*
Pēc	*after (gen.)*

Verbs	
Izpaust	*to express*
Izrādīt/Parādīt	*to show*
Attirīties	*to be cleansed*
Attistīt(ies)	*to develop (oneself)*
Atrast	*to find*
Just	*to feel*
Būt	*to be*

Nouns	
Kristības	*baptism*
Sapulce	*meeting*
Atbilde	*answer*

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

The most difficult grammar concept in this task deals with how verbs have different aspects in the past, present, and future. The verb endings change according to the tense (past, present, and future) and also according to the subject. For further practice and help refer to your Latvian Grammar Book.

Additional Practice:

Following up with investigators is essential for their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Will You	* Invitation
Vai Jūs *Will you* ** future tense*	**lasīsiet Mormona Grāmatu?** *read the Book of Mormon?* **apmeklēsiet baznīcu?** *go church?* **Kristīsieties?** *be baptized?*

Will	* Verb	About	Prep. Noun
Vai Jūs *Will you* ** future tense*	**lasīsiet** *read* **lūgsiet** *pray*	**par** *about*	**Mormona Grāmatu?** *the Book of Mormon?* **kristīšanos?** *baptism?* **baznīcu?** *church?*

Tagad
right now
Svētdien
on Sunday
Pēc nedēļas
in a week
Šodien
today
Rītdien
tomorrow
Vakardien
yesterday
Pēc sapulces
after the meeting

If	You Will	* Invitation	Then	* You Can	Verb	Acc. Noun
Ja *If*	**Jūs** *you will* ** future tense*	**lasīsiet Mormona Grāmatu,** *to read the Book of Mormon,* **apmeklēsiet baznīcu,** *to go into church,* **lūgsiet,** *to pray,* **nožēlosiet grēkus,** *to repent,* **Kristīsieties,** *to be baptized,*	**tad** *then*	**Jūs varēsiet** *you will be able to*	**saņemt** *receive* **atrast** *find* **zināt** *know* **just** *feel*	**atbildes.** *answers.* **ticību.** *faith.* **piedošanu.** *forgiveness.* **patiesību.** *truth.* **mīlēstību.** *love.*

When	Invitation Verb
Kad *When*	**Jūs ticat,** *you believe,* **Jūs nožēlojat grēkus,** *you repent,* **Jūs kristījāties,** *you are baptized,*

Then	Nom. Noun	Will Help	Dat. Noun	Verb
tad *then*	**Kristus** *Christ* **Svētais Gars** *The Holy Ghost* **Dievs** *God*	**palīdzēs** *will help*	**Jums** *to you*	**attirīties.** *to be cleansed.* **mainīties.** *to change.* **attīstīties.** *to develop.*

You	Past Invitation
Vai Jūs *(Did) You*	**lasījāt Mormona Grāmatu?** *read the Book of Mormon?* **apmeklējāt baznīcu?** *went to church?*

You	Past Verb	Prep. Noun
Vai Jūs *(Did) You*	**lasījāt par** *read about* **lūdzāt par** *pray about*	**baznīcu?** *church?* **kristīšanos?** *baptism?*

What	You	Past Verb
Ko *What*	**Jūs** *you*	**jutat?** *felt?* **saprotat?** *understand?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Expression	
Davai	*go ahead (let's)*
Verbs	
Domāt	*to think*
Pielietot	*to apply*
Lietot	*to use*
Kļūt	*to become*
Adjectives	
Sirsnīgs	*sincere*
Patiess	*genuine (true)*
Ticīgs	*faithful*
Pazemīgs	*humble*
Drosmīgs	*brave*
Paklausīgs	*obedient*
Question Phrases	
Kā Jūs domājat...	*How do you think...*
Savos vārdos...	*In your own words...*
Savā uzskatā...	*In your opinion...*

Nouns	
Pants	*verse*
Nodaļa	*chapter*
Doma	*thought*
Sirds	*heart*
Nodoms	*intent*
Liecība	*testimony*
Atbilde	*answer*
Jautājums	*question*
Šaubas	*doubt*
Piemērs	*example*
Vadība	*guidance*

Prepostions	
Caur	*through (acc.)*
No	*from (gen.)*

Review:

Immediate Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the citation, and finally, creating questions that help the investigator apply the verse to their lives.

Grammar Help:

In order to understand the grammar in this board display, it will help to know ordinal and cardinal numbers. Look in your Latvian Grammar Book on pages 42-43 to learn these numbers. As you may have noticed, different prepositions cause different cases. Memorizing the meaning and cases of each preposition early on will accelerate your
understanding of the grammar. These prepositions can be found on pages 54-56 of your Latvian
Grammar Book.

Additional Practice:

Find your favorite scripture, or one that helped change your life, then share it with three other missionaries.

Let's	Verb	Acc. Noun	Prep.	Prep. Noun
Davai *Let's*	**Lasīsim** *we will read*	**pantu(s)** *verse(s)* **nodaļu(as)** *chapter(s)*	**par** *about*	**Svēto Garu.** *the Holy Ghost.* **patiesību.** *truth.*

How Can...	Verb	Acc. Noun
Kā Jūs varat *How can you* **Kā mēs varam** *How can we*	**saņemt** *to receive* **atrast** *to find*	**atbildi?** *an answer?* **ticību?** *faith?* **vadību?** *guidance?*

Command	Please	Chapter Acc.	Loc. Noun
Lasiet *Read (command)*	**lūdzu** *please*	**desmito nodaļu** *tenth chapter*	**Mormona Grāmatā.** *in the Book of Mormon.*

What Means	Nominative
Ko nozīmē *What means*	**salauzta sirds** *sincere heart?* **patiess nolūks** *real intent?*

From	Gen. Verse	Prep.	Acc. Verse
no *from*	**trēšā** *the third*	**līdz** *until*	**piektajam pantam.** *the fifth verse.*

Kā Jūs domājat,
How do you think,
Savos vārdos,
In your own words,

How Can...	Verb	Instr. Adj.
Kā Jūs varat *How you can* **Kā mēs varam** *How we can*	**kļūt** *become* **būt** *to be*	**(uz)ticīgs?** *faithful (loyal)?* **laimīgs?** *happy?* **pazemīgs?** *humble?* **paklausīgs?** *obedient?*

You/We Can	Apply	Acc. Noun
(Kā) Jūs varat *(How)You can* **(Kā) Mēs varam** *(How) We can*	**pielietot** *to apply*	**ticību Jēzum Kristum.(?)** *faith in Jesus Christ. (?)* **praviešu mācības.(?)** *the teaching of prophets.(?)* **šos pantus.(?)** *these verses.(?)* **šo piemēru.(?)** *this example.(?)*

Which	Do You Have	Noun
Kād(i/as) *Which (plural)*	**Jums ir** *at you (there are)*	**jautājumi?** *questions?* **šaubas?** *doubts?* **domas?** *thoughts?*

What Else	Past Verb	Verb
Ko vēl *What else*	**Jūs gribējāt** *you wanted* **Jūs velējāties** *you desired*	**prasīt?** *to ask?* **pārrunāt?** *to discuss?* **uzzināt?** *to find out?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
Redzēt	*to see*
Meklēt	*to seek*
Nolemt	*to decide*
Sākt	*to begin*
Apmeklēt	*to attend*
Vadīt	*to lead*
Dzirdēt	*to hear*
Paklausīt	*to obey*
Mīlēt	*to love*
Atbildēt	*to answer*
Adjectives	
Atsevišks	*separate*
Fizisks	*physical*

Nouns	
Būtne	*being*
Ķermenis	*body*
Solījums	*promise*
Transitions	
Tad	*so*
Līdz ar to,	*along with that*
Pēc tam	*after that*
Nākamais	*next*
Tapat, ka	*similarly*
Un tagad	*and now*

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Grammar Help:

In order to understand the grammar in this board display, it will help to look ahead to the grammar principle *Past Tense Verbs on page 52* of this book for more information on conjugations in the past tense.

Additional Practice:

Try to tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also, include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Nom.	Past Verb	Inf. Verb	If There Is	Nom.
Džosefs Smits *Joseph Smith* **Es** *I*	**gribēja** *wanted* **vēlējās** *desired* **gribēju** *wanted* **vēlējos** *desired*	**zināt** *to know* **uzzināt** *to find out*	**ja ir** *if there is*	**patiesa baznīca** *true church.* **Dievs.** *God.* **grēku piedošana** *forgiveness of sins.*

Noun	Past Verb	Phrase
Viņš *He* **Es** *I*	**nolema** *decided* **sāka** *began* **nolemu** *decided* **sāku** *began*	**lūgt Dievam** *to pray to God.* **studēt Bībeli** *to study the Bible.* **apmeklēt baznīcu** *to visit church.*

Tad
So
Tāpēc
That is why
Dēļ, tā
Because of that
Pirms tam
Before that
Pēc tam
After that
Par spīti tam,
In spite of that,

Nom.	Past Verb	Acc.
Dievs *God* **Jēzus** *Jesus* **Gars** *The Spirit*	**parādījās** *appeared* **atbildēja** *answered* **dzirdēja** *heard*	**Džosefam.** *(to) Joseph.* **man.** *(to) me.*

Pronoun	Past Verb	God	Phrase
Viņš *He* **Es** *I*	**uzzināja, ka** *found out that* **uzzināju, ka** *found out that*	**Dievs**	**un Jēzus ir atsevišķas būtnes.** *and Jesus are separate beings.* **mīl savus bērnus.** *loves His children.* **atbild uz lūgšanām.** *answers prayers.*

Nom./Verb	Verb	That	Nom. Noun	Verb	Acc. Noun
Viņš *He* **Es** *I* **Jūs varat** *You can*	**uzzināj(a/u)** *found out (He/I),* **saprat(a/u)** *understood (He/I),* **saprast** *to understand* **uzzināt** *to find out*	**ka** *that*	**Dievs** *God* **Jēzus Kristus** *Jesus Christ*	**dzird** *hears* **vada** *leads (guides)* **svētī** *blesses* **dziedina** *heals*	**savus bērnus** *His children.* **mani.** *me.* **mūs.** *us.* **Jūs.** *you.*

Būt “to be”

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why

Jēzus Kristus	**ir**	**Pestītājs.**
Jesus Christ	*is*	*the savior.*

?

Es	**Mēs**
I	*We*
Tu	**Jūs**
Thou (fam)	*You (pl/form)*
Viņš/Viņa	**Viņi/Viņas**
He/She	*They*

Jēzus Kristus
Jesus Christ
Jānis
John

	Past		
	biju	**bijām**	**Dieva Bern(s)**
ne +	*was*	*were*	*God’s Child*
not	**biji**	**bijāt**	**Dieva pārstāv(is)**
	wast	*were*	*God’s representative*
	bija	**bija**	**misionār(s)**
	was	*was*	*missionary*
	Present		
	esmu	**esam**	**Pestītāj(s)**
	am	*are*	*savior*
	esi	**esat**	**brāl(is)**
	art	*are*	*brother*
***nav**	**ir**	**ir**	**mās(a)**
is not	*is*	*is*	*sister*
	Future		
	būšu	**būsim**	
	will be	*will be*	
	būsi	**būsit**	
	will be	*will be*	
	būs	**būs**	
	will be	*will be*	

Reference to Tall / grammar book

Vai Jēzus Kristus ir Pestītājs?
Is Jesus Christ the savior?
Jā, Jēzus Kristus ir Pestītājs.
Yes, Jesus Christ is the savior.
Nē, Jēzus Kristus nav Pestītājs.
No, Jesus Christ is not the savior.

** "nav" replaces ir in the negation.*

Function: Asking about and expressing a state of being
Context:: Teaching about God as our loving Heavenly Father

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 years old sitting on the sidewalk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you guys walking around in several places just recently. I have heard that you teach people about God, who is He?"

1. Practice: In pairs, one missionary will take the role of the young man and the other fill the role of the missionary. Practice discussing who God and Jesus Christ are.

2. Re-practice: Now the young man asks "who are you to teach these things?" Practice explaining:

- Who you are …
- Who a prophet is …
- Who the young man is …

Additional Scenario(s)

- You are meeting with a young family and early on in your conversation the mother says : "I'm confused about all the different things I hear about God. Tell me what you believe about him.
- You are riding on a city bus in your mission and you are sitting next to two women who are talking about how confusing and difficult life is, and you feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Nominative Case

Es *I* | **esmu** *am* | **misionārs.** *a missionary.*

Vai *?* ?

Jā *Yes*

Nē *No*

Kas *What/Who*

Kad *When*

Kā *How*

Kāpēc *Why*

Kur *Where*

Es	**Mēs**	**ne +**	**esmu**	**esam**	**misionār(s)**
I	*We*	*not*	*am*	*are*	*missionary*
Tu	**Jūs**		**esi**	**esat**	**brāl(is)**
Thou (fam)	*You (pl/form)*		*art*	*are*	*brother*
Viņš/Viņa	**Viņi/Viņas**	**nav**	**ir**	**ir**	**Amerikān(is)**
He/She	*They*	*is not*	*is*	*is*	*American*

Jēzus Kristus *Jesus Christ*

Jānis *John*

misionār(e) *missionary*

mās(a) *sister*

Latviet(e) *Latvian*

	Sg	*Pl*	*Sg*	*Pl*	*Sg*	*Pl*
Nom	**s**	**i**	**is**	**i**	**us**	**i**
Nom	**a**	**as**	**e**	**es**	**s**	**is**

Latvian Grammar: pg 7 TALL: pg 1, 82-84, 97

Vai Jūs esat misionārs?
Are you a missionary?
Jā, Es esmu misionārs.
Yes, I am a missionary.
Nē, Es neesmu misionārs.
No, I am not a missionary.

**The negation of 3rd person „ir" goes to „nav"*

Function: Asking about and expressing a state of being
Context: Introducing yourself

Scenario

You are a new missionary in Latvia. You are out knocking doors with your trainer. You introduce yourself at the door. Tell them you are a missionary, an american (or other) and continue to teach if possible.

1. Practice: In pairs, with one missionary taking the role of the person behind the door and the other the missionary; use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point in teaching them. Introduce yourself and ask questions. As appropriate, testify, invite, and promise blessings.

2. Re-practice: The missionaries will switch roles, and rotate practice companions and repeat the activity a second time. The teacher will move around and give needed help and encouragement.

Additional Scenario(s)

- You are teaching a young man who was brought up not believing in God. He isn't against the idea, but he doesn't understand who God is. Teach him about God. Describe characteristics of our Heavenly Father. Help him to understand who God is.
- Write a background on a new investigator. Tell who he is and describe him. What does he do for work? What is his faith? Then practice teaching this new investigator. Switch roles after practicing.

Present Tense Verbs

Es	zinu	ka	Dievs ir dzīvs.
I	*know*	*that*	*God is alive.*

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why

Es	**Mēs**
I	*We*
Tu	**Jūs**
Thou (fam)	*You (pl/form)*
Viņš/Viņa	**Viņi/Viņas**
He/She	*They/They(f)*

ne +
not

zin(āt)	**u**	**am**
to know	**i**	**at**
	a	**a**
tic(ēt)	**u**	**am**
to believe	**i**	**at**
cer(ēt)	*	*
to hope		

ka
that

?

Jēzus ir Kristus
Jesus is The Christ
Džosefs bija pravietis
Joseph was a prophet
Mormona Grāmata ir patiesa
the Book of Mormon is true
Dievs mus mīl
God loves us
šī baznīca ir patiesa
this church is true

Dzintra
Amber
Jānis
John

Latvian Grammar: pg 9, 13, 16 TALL: pg 117-118

Vai Jūs zinat ka Dievs ir dzīvs?
Do you know that God is alive?
Jā, es zinu ka Dievs ir dzīvs.
Yes, I know that God is alive.
Nē, es nezinu ka Dievs ir dzīvs.
No, I do not know that God is alive.

**Do not add anything to the stem for 3rd person.*

Function: Asking about and describing actions and events
Context: Testimony

Scenario

You have been teaching Dzintra for a few weeks. She has been reading the Book of Mormon and praying to know that it is true. Dzintra has often mentioned that she feels good when she reads and has shared several spiritual experiences she has had while reading the scriptures and while praying. When you talk about baptism, Dzintra says that she thinks that baptism is a good thing, but that she doesn't feel like she has a testimony of Joseph Smith or the Restored Church yet.

1. Preparation: Take a few minutes to discuss how you can help Dzintra to recognize her feelings as an answer to her prayers. Select one or two scriptures that you could use to help Dzintra recognize her testimony.

2. Practice: In pairs, with one missionary taking the role of Dzintra and the other the missionary, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point in teaching Dzintra. Have the missionaries discuss the principles of testimony, how to recognize impressions from the Holy Ghost, and the important link between a testimony of the divinity of the Book of Mormon and the Restoration of the Church of Jesus Christ through the Prophet Joseph Smith. Bear their own testimony to invite the Spirit to testify of these truths.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario(s)

- Yesterday while at church, one of the members mentioned to you that a single young adult just moved into the apartment next to theirs and told you that he had been meeting with the missionaries before he moved to this new location, and has expressed interest in continuing his contact with the missionaries. They gave you his address, and you are now in the apartment of that "former investigator", have just had a prayer, and now you want to find out where he is in his progress of learning about the gospel.

Accusative Case

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why
Kāpēc
When
Kur
Where

Es			**lasu**		**grāmatu.**
I			*read*		*a book.*

?

Es	**Mēs**		**lasu**	**lasām**
I	*We*		*read*	*read*
Tu	**Jūs**	**ne +**	**lasi**	**lasāt**
Thou (fam)	*You (pl/form)*	*not*	*readest*	*read*
Viņš/Viņa	**Viņi/Viņas**		**lasa**	**lasa**
He/She	*They/They(f)*		*reads*	*reads*

Jēzus Kristus
Jesus Christ
Jānis
John

pirkt
to buy
gribēt
to want

Mormona Grāmat(a)
The Book of Mormon
Svēt(ie) rakst(i)
The scriptures
Bībel(e)
The Bible
Avīz(e)
a newspaper
žurnal(s)
a magazine

+

	Sg	*Pl*	*Sg*	*Pl*	*Sg*	*Pl*
Nom	**s**	**i**	**is**	**,i**	**us**	**i**
Acc	**u**	**us**	**i**	**,us**	**u**	**us**
Nom	**a**	**as**	**e**	**es**	**s**	**is**
Acc	**u**	**as**	**i**	**es**	**i**	**is**

Latvian Grammar: pg 11 TALL: pg 76-78

Vai Jānis lasa Mormona Grāmatu?
Does John read The Book of Mormon?
Jā, Jānis lasa Mormona Grāmatu.
Yes, John reads The Book of Mormon.
Nē, Jānis nelasa Mormona Grāmatu.
No, John does not read The Book of Mormon.

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

You and your companion are going to see some less active members in the branch. You decided that you want to focus on the scriptures. You need to find out where the members are in their scripture reading. Use the board display to ask if they read the book of Mormon, and if not, what they do read. Invite them to read the Book of Mormon.

1. Practice: In pairs, one missionary will take the role of the less active member and the other will fill the role of the missionary. Get to know each other and then practice asking questions and responding about the scriptures. Extend invitations where appropriate.

2. Re-practice: Switch roles and repeat the task. Make sure the missionary invites the less active member to read the scriptures. Make necessary changes, using future tense, in order to accomplish the task.

Additional Scenario(s)

- You have an investigator who smokes and drinks. Teach him about the Word of Wisdom, focusing on his needs. Use this board display and any other grammar you know up to this point.
- You are at a meeting with Ģirts, your investigator. You are reading Alma 32 together. Decide which verses you want the investigator to read and then use the accusative case to invite him to read those verses.

Conceptual Practice: Genitive Case; Forms of Possesion

INSTRUCTIONS:

Draw an arrow from the object doing the possessing to the object being possessed. “The will of God” ←

1. The Book of Mormon.
2. There are seven branches of the Church in the country of Latvia.
3. To be worthy to go to the temple we must pay our tithing.
4. Latvian food is very tasty.
5. Joseph Smith possessed all of the gifts of the Spirit.
6. Joseph the prophet sealed his testimony with his life.
7. The light of Christ.
8. God loves all his children.
9. Missionaries are representatives of Jesus Christ.
10. Do many good things of your own free will.
11. Only through the waters of baptism can we be clean.
12. ”Testaments” sound design was fantastic.
13. We should always treasure up in our minds the words of the prophets.
14. Hymns help us to feel the Holy Spirit of the Lord.
15. Your MTC experience can be good or bad depending on your attitude
16. ”The Restoration” is a wonderful film that can help people feel the Spirit of the Lord.
17. Christ’s arms are always open to us.
18. God loves his children.
19. We do not believe that the will of God is ineffable.
20. Families are an integral part of God’s plan.
21. Humble people will see the truth of the gospel.
22. We should attend the House of the Lord often.
23. Eat healthy food or your stomach will be unhappy.
24. Christ suffered unimaginable pain in the garden of Gethsemane
25. The Book of Mormon is a volume of holy scripture comparable to the Bible.
26. It is a record of God’s dealings with the ancient inhabitants of the Americas
27. Our mission president is a righteous servant of God.
28. We can know the truth of all things through the power of the Holy Ghost.
29. Those who pursue this course and ask in faith will gain a testimony of its truth and divinity by the power of the Holy Ghost.
30. Wicked people will never foil God’s plans
31. The work of God will always move forward.
32. The pillar of light was brighter than the sun at noonday.
33. Their words, written on gold plates, were quoted and abridged by a prophet-historian named Mormon.
34. We should write letters to our parents on preparation day.
35. ”O Lord, deliver thy people from the calamity of the wicked”
36. ”True belief” in Latvian refers to the Russian Orthodox Church.
37. The people of Latvia are kind.
38. The Church of Jesus Christ of Latter-Day Saints.
39. Two personages, who’s brightness and glory were indescribable, spoke unto Joseph.
40. I know the truth of the Book of Mormon.
41. A pillar of light descended gradually.
42. The crowning event … is the personal ministry of the Lord Jesus Christ.
43. We are the light of the world.
44. The Book of Mormon contains the fullness of the gospel
45. What is God’s work and glory?
46. To bring to pass the immortality and eternal life of man.
47. God’s plan is designed specifically for each one of his children.
48. ”Thy will be done, and the glory be thine forever.”
49. The spirit testifies of the truth of all things.
50. Missionaries are tools in the hands of God.
51. The work of God will roll forth to fill the whole earth.

Genitive Case

	Es		**esmu**		**Dieva**			**bērns.**	
	I		*am*		*God's*			*child.*	
Vai					**Diev(s)**			**bērns**	?
?	**Es**	**Mēs**	**ne +**	**esmu**	**esam**	*God*		*child*	
Jā	*I*	*We*	*not*	*am*	*are*	**baznīc(a)**		**loceklis**	
Yes	**Tu**	**Jūs**		**esi**	**esat**	*church*		*member*	
Nē	*Thou (fam)*	*You (pl/form)*		*art*	*are*	**Jēz(us)**		**brālis**	
No	**Viņš/Viņa**	**Viņi/Viņas**	**nav**	**ir**	**ir**	*Jesus*		*brother*	
Kas	*He/She*	*They/They(f)*	*is not*	*is*	*is*	**pasaul(e)**		**gaisma**	
What/Who						*world*		*light*	
						Tēv(s)		**dēls**	
						Father		*son*	
						cilvēk(s)		**māsa**	
						person		*sister*	
								misionārs(e)	
								missionary	
								Glābējs	
								Savior	
								pravietis	
								prophet	

	Sg	*Pl*	*Sg*	*Pl*	*Sg*	*Pl*
Nom	**s**	**i**	**is**	**,i**	**us**	**i**
Gen	**a**	**u**	**,a**	**,u**	**us**	**u**
Nom	**a**	**as**	**e**	**es**	**s**	**is**
Gen	**as**	**u**	**es**	**,u**	**s**	**,u**

Latvian Grammar: pg 34 TALL: pg 1, 82-84, 117-118

Vai jūs esat Dieva bērns?
Are you a child of God?
Jā, Es esmu Dieva bērns.
Yes, I am a child of God.
Nē, Es neesmu Dieva bērns.
No, I am not a child of God.

Function: Asking about and expressing possession and ownerships
Context: Introductions

Scenario

You are a new missionary in Latvia. You and your trainer decide to visit some members. Get to know the member and gain their trust by introducing yourself and sharing your testimony about the church and about how you are all children of God.

1. Practice: In pairs, one missionary will take the role of the member and the other will fill the role of the missionary. Practice introducing yourself and testifying using the Genitive Case from the board display and any other grammar principles you know up to this point.

2. Re-practice: Switch roles and teaching companions and repeat the practice.

Additional Scenario(s)

- You are reporting you your district leader, as you do each night. You tell him about how your day went, how your investigators are doing, and about your goals. Use the Genetive Case and other principles you know to accomplish the task.
- You are teaching your investigator about the plan of salvation. Use the Genetive case to teach the principles in “our life on earth” and our purpose here.

Dative Case

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why
Kāpēc
When
Kur
Where

Es *I* **kalpoju** *serve* **Dievam.** *God.* ?

Es *I*	**Mēs** *We*
Tu *Thou (fam)*	**Jūs** *You (pl/form)*
Viņš/Viņa *He/She*	**Viņi/Viņas** *They/They(f)*

ne + *not*

kalpoju *serve*	**kalpojam** *serve*
kalpo *servest*	**kalpojat** *serve*
kalpo *serves*	**kalpo** *serves*

Jēzus Kristus
Jesus Christ
Jānis
John

sekot
to follow
palīdzēt
to help
ticēt
to believe

Diev(s)
God
viens otr(s)
one another
ģimen(e)
family
draug(s)
friend
klausītāj(s)
investigator
baznīcas locekl(is)
church member

	Sg	*Pl*	*Sg*	*Pl*	*Sg*	*Pl*
Nom	**s**	**i**	**is**	**,i**	**us**	**i**
Dat	*am*	*iem*	*im*	*,iem*	*um*	*iem*
Nom	**a**	**as**	**e**	**es**	**s**	**is**
Dat	*ai*	*ām*	*ei*	*ēm*	*ij*	*īm*

Latvian Grammar: pg 14 TALL: pg 65

Vai tu kalpo Dievam?
Do you serve God?
Jā, es kalpoju Dievam.
Yes, I serve God.
Nē, es nekalpoju Dievam.
No, I don't serve God.

Function: Asking about and describing actions and events
Context: Service

Scenario

You are meeting with some youth from the branch. You and your companion decide to give a lesson on service. Teach about serving others, serving God, and serving your family and friends. Use the board display and any other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of a youth member and the other will fill the role of the missionary. Teach about service and, as appropriate, testify, invite, and promise blessings. Ask them if there is anything you can do to help them.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

- Your investigator is having a hard time with some of the commandments. Teach your investigators about the importance of following the prophet and having faith.
- When planning, talk with your companion about the people you are teaching. Specifically discuss what you are planning on teaching to each investigator.

INSTRUCTIONS:

Underline the direct object and circle the indirect object. The direct object is the noun which is being acted upon by the verb. The indirect object is the noun which is receiving the direct object. “I read the book **to him**”

1. We taught The Restoration to him.
2. God spoke to him.
3. God rebuked him.
4. The people rejected Joseph Smith.
5. They laughed at him.
6. God answered me.
7. God whispered to me.
8. Have you ever spoke to him?
9. The Holy Ghost cleans us.
10. The Holy Ghost testifies to us.
11. The Holy Ghost warns us of danger.
12. The Holy Ghost gives a testimony to us. The Holy *Ghost gives us a witness.
13. God gave us prophets.
14. God gave us his son Jesus Christ.
15. God gave his son Jesus Christ to us.
16. Did he hurt you?
17. Did you talk to her on Sunday?
18. She ignored me.
19. Joseph Smith translated it.
20. Joseph Smith gave it to them.
21. I read it.
22. I read it to them.
23. Did he pray to God?
24. Did God answer him?
25. In heaven we will see our families.
26. Prophets tell us the word of God
27. We need goals that push us.
28. I told you so.
29. The missionaries preach the gospel to the world.
30. The missionaries committed them.
31. The missionaries introduced themselves to them.
32. Do the missionaries understand this?
33. Did we teach it to them clearly?
34. Will you keep the commandments?
35. Missionaries always wear suits
36. You can show your love to Heavenly Father.
37. Our investigator Lisa has read the Book of Mormon.
38. She told us that she knows it is true.
39. Heavenly father loves us.
40. Jesus Christ atoned for our sins.
41. He wants to teach us what is right.
42. Jesus Christ set an example for us.
43. He commanded us to follow him.
44. "Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime.”
45. We teach the gospel
46. God teaches us
47. In our prayers we give thanks for our blessings.
48. Parents should read the Book of Mormon to their children every day.
49. Missionaries should write letters every week
50. They send these letters to their parents
51. I wish that everyone would give missionaries a chance to teach them the gospel
52. They accepted His gospel.
53. The power of prayer protected us.
54. All missionaries turn in reports to their district leader every week.
55. You strengthened us.
56. They taught me
57. In prayer, we thank God for all of our blessings.
58. We did that which God asked us to do.
59. I understand that.
60. God grants us forgiveness for our sins if we repent and are baptized.
61. You obeyed God.
62. We pray to God for help so that we can accomplish our duties.
63. You kept His commandments.
64. We ate the fruit of Tree of Life, or in other words, we experienced the love of God.
65. We took the sacrament.
66. You were thinking happy thoughts.
67. Missionaries commit people to baptism.
68. You ate the bread and water.
69. Christ told the people many parables so they could understand.

Direct and indirect objects

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why
Kad
When
Kur
Where

Es *I*			**mācu** *teach*	**tev** *you*			**evaņģēliju.** *the gospel.*

?

Es *I*	**Mēs** *We*		**mācīt** *to teach*	**man** *to/for me*	**mums** *to/for us*	**evaņģēlij(s)** *the gospel*
Tu *Thou (fam)*	**Jūs** *You (pl/form)*	**ne +** *not*	**dot** *to give*	**Tev** *to/for thee*	**Jums** *to/for you*	**stāst(s)** *a story*
Viņš/Viņa *He/She*	**Viņi/Viņas** *They/They(f)*		**sūtīt** *to send*	**viņam/viņai** *to/for him/her*	**Viņiem/Viņām** *to/for them*	**patiesīb(a)** *the truth*
			stāstīt *to tell*			**Mormona Grāmat(a)** *Book of Mormon*
Jēzus Kristus *Jesus Christ*				**Jēzum Kristum** *to/for Jesus Christ*		**vēstul(e)** *a letter*
Jānis *John*				**Jānim** *to/for John*		

Latvian Grammar: pg 11, 14 TALL: pg 109-110

Vai es mācu Tev evaņģēliju?
Do I teach you the gospel?
Jā, es mācu Tev evaņģēliju.
Yes, I teach you the gospel.
Nē, es nemācu Tev evaņģēliju.
No, I do not teach you the gospel.

The direct object is in accusative case and the indirect object is in dative.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Sharing experiences

Scenario

You are in your first transfer in an area. You have an investigator who is struggling with prayer. You have an experience about prayer that you want to share with him. You want to make sure that you get across the right idea, so you decide to write out your experience before hand. Use direct and indirect objects as taught in the board display to help narrate your experiences.

1. Practice: Both missionaries will take time to think about and write down their experience with prayer that could help this investigator. Be sure to use the proper cases for direct and indirect objects. Use any other grammar you may know up to this point.

2. Re-practice: Now, in pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Without using your paper, share your experience about prayer. Testify, invite, and promise blessings where appropriate.

Additional Scenario(s)

- You are planning your week with your companion. You have a lot of different investigators and need to plan what you will be teaching to each one. Use direct and indirect objects to appropriately plan for each investigator. (i.e. Mēs mācīsim Ivētai par ticību).

Locative case

	Jēzus				**ir**		**debesīs.**												
	Jesus				*is*		*In Heaven.*												
Vai																			?
?	**Es**	**Mēs**	**ne +**		**esmu**	**esam**	**baznīc(a)**												
Jā	*I*	*We*	*not*		*am*	*are*	*church*				*Sg*	*Pl*	*Sg*	*Pl*	*Sg*	*Pl*			
Yes	**Tu**	**Jūs**			**esi**	**esat**	**māj(a)**	**+**	*Nom*		**s**	**i**	**is**	**,i**	**us**	**i**			
Nē	*Thou (fam)*	*You (pl/form)*			*art*	*are*	*home*		*Loc*		**ā**	**os**	**ī**	**,os**	**ū**	**os**			
No	**Viņš/Viņa**	**Viņi/Viņas**	**nav**		**ir**	**ir**	**Rīg(a)**		*Nom*		**a**	**as**	**e**	**es**	**s**	**is**			
Kas	*He/She*	*They/They(f)*	*Is not*		*is*	*is*	*Riga*		*Loc*		**ā**	**ās**	**ē**	**ēs**	**ī**	**īs**			
What/Who							**Debes(is)**												
Kā							*the heavens (fem “s”)*												
How	**Jēzus Kristus**				**dzīvot**		**veikal(s)**												
Kāpēc	*Jesus Christ*				*to live*		*store*												
Why	**Jānis**				**tikties**														
Kāpēc	*John*				*to meet*														
When																			
Kur																			
Where																			

Lativan Grammar: pg 24 TALL: pg 106-108, 131-132

Vai Jēzus ir Debesīs?
Is Jesus in heaven?
Jā, Jēzus ir Debesīs.
Yes, Jesus is in heaven.
Nē, Jēzus nav Debesīs.
No, Jesus is not in heaven.

Kur Jēzus Kristus dzīvo?
Where does Jesus Christ live?
Jēzus Kristus dzīvo Debesīs.
Jesus Christ lives in Heaven.

The direct object is in accusative case and the indirect object is in dative.

Function: Asking about and answering questions of time, date, and location
Context: Meeting places

Scenario

You and your companion are doing your nightly planning and planning out your next day. You need to talk about where all of your meetings will be.

1. Practice: In pairs, discuss your meetings for the next day. Make sure to use the Locative Case to discuss when and where all of your meetings are scheduled.

2. Re-practice: This time, while you are planning, an investigator calls and needs to change a meeting to a different time. Make sure and set up a time and place for the meeting and discuss what you will have to change with your companion to make the change happen.

Additional Scenario(s)

- You are meeting with a recent convert. You and your companion decide to talk about temples in your next meeting. Discuss what feelings you have when you are in the temple and the ordinances that are performed in the temple. Use Locative case and any other grammar you know up to this point.

Past Tense

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why
Kad
When
Kur
Where

Džozefs Smits	**tulkoja**	**Mormona Grāmatu.**
Joseph Smith	*translated*	*the Book of Mormon.*

Es	**Mēs**	**ne +**	**tulko(t)**				**Mormona Grāmat(a)**	?
I	*We*	*not*	*translate*				*Book of Mormon*	
Tu	**Jūs**		**runā(t)**	**+**	**ju**	**jām**	**Bībel(e)**	
Thou (fam)	*You (pl/form)*		*speak*		**ji**	**jāt**	*Bible*	
Viņš/Viņa	**Viņi/Viņas**		**aicinā(t)**		**ja**	**ja**	**ar Dievu**	
He/She	*They/They(f)*		*call*				*with God*	
			redzē(t)				**Jēz(us) Krist(us)**	
			see				*Jesus Christ*	
Jēzus Kristus			**lasī(t)**				**Džozef(s) Smit(s)**	
Jesus Christ			*read*				*Joseph Smith*	
Jānis			**jautā(t)**					
John			*ask*					
Džozefs Smits								
Joseph Smith								

Latvian Grammar: pg 26, 28 TALL: pg 9-11

Vai Džozefs Smits tulkoja Mormona Grāmatu?
Did Joseph Smith translate the Book of Mormon?
Jā, Džozefs Smits tulkoja Mormona Grāmatu.
Yes, Joseph Smith translated the Book of Mormon.
Nē, Džozefs Smits netulkoja Mormona Grāmatu.
No, Joseph Smith did not translate the Book of Mormon.

Change the endings of the words in this column into locative case.

Function: Asking about and describing actions and events
Context: Teaching about the First Vision

Scenario

You are teaching Juris and Agnese for the first time. Share with them the events of Joseph Smith's first vision of the Father and the Son, and discuss any questions they may have.

1. Practice: Working in companionships and using the past tense taught in this lesson and any other grammar and vocabulary you may know up to this point, discuss Joseph Smith's first vision with one missionary taking the role of the investigator and the other one the missionary.

2. Re-practice: Switch roles, and rotate practice companions and repeat the activity.

Additional Scenario(s)

- Today you are on an exchange with the junior companion of your zone leader in your area. You have a lesson with one of your investigators called Mārtiņš. Your companion has asked you to give a short overview of the plan of salvation, using the visual in the brochure for lesson two using past tense, discuss the pre-earth life, creation, agency and the fall. Discuss any questions he may have or give more details of what you have shared during your overview as he expresses interest, following the overview.

Future Tense Verbs

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why
Kad
When
Kur
Where

Es	**lasīšu**	**Mormona Grāmatu.**
I	*will read*	*the Book of Mormon.*

Es	**Mēs**		**Lasī(t)**	**šu**	**sim**	**Bibēl(e)**
I	*We*		*read*	**si**	**siet/sit**	*the Bible*
Tu	**Jūs**	**ne +**	**lūg(t)**	**s**	**s**	**dievkalpojum(s)**
Thou (fam)	*You (pl/form)*	*not*	*pray*		*will*	*sacrament Meeting*
Viņš/Viņa	**Viņi/Viņas**		**apmeklē(t)**			**Mormona Grāmat(a)**
He/She	*They/They(f)*		*attend*			*the Book of Mormon*
						Diev(s)
						God
Dzintra						**par Džosefu Smitu**
Amber						*about Joseph Smith*
Jānis						
John						

?

Latvian Grammar: pg 38 TALL: pg 42, 76-78

Vai Jūs lasīsiet Mormona Grāmatu?
Will you read the Book of Mormon?
Jā, Es lasīšu Mormona Grāmatu.
Yes, I will read the Book of Mormon.
Nē, Es nelasīšu Mormona Grāmatu.
No, I will not read the Book of Mormon.

To form the future tense, drop the t off of the verb and add the endings.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending commitment invitations

Scenario

Your have met with your investigator, Jānis, a couple of times. He hasn't been keeping his commitments, but you want to help him progress. You have decided to be very clear and bold with your commitments. Visit with him for a few minutes and extend the appropriate invitations.

1. Practice: Missionaries, pair up with someone who is not your regular companion. Using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, work through the scenario described above.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity. Work through the investigator's concerns in order to help them make and keep their commitments.

Additional Scenario(s)

- You (missionary A) are on a companion exchange in another missionary's (missionary B) proselyting area. During daily planning in the evening, he/she is telling you about one of their investigators who is preparing for baptism. (Missionary B should think of and use one of his/her progressing investigators for this activity). You have not met this investigator yet, but plan to tomorrow afternoon. Missionary B is wondering how ready you think this investigator is for baptism. With each of you taking your roles and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know, discuss how ready this investigator really is for baptism.

INSTRUCTIONS:

Draw an arrow from the matching word to the word it is matching to identify which words will match other words in number, gender, and case in Latvian. "I am a good person"

1. We are children of God.
2. He is kind and loving.
3. He is happy when we obey.
4. I am a missionary.
5. I am always obedient to my mission president.
6. Our mission president is a righteous servant of God.
7. I am exhausted after today.
8. We can know the truth of all things through the power of the Holy Ghost.
9. These books are Brother Luna's.
10. My sweater is made of wool.
11. I am nervous for our next appointment.
12. What day is today?
13. I feel I am really tall here in the mission field.
14. They are extremely happy at church.
15. My companion is a hard working missionary
16. He is sick with a cold
17. I am ready to start teaching in the field.
18. Before his mission, he was always sick.
19. My companion was frustrated because I lost his pen.
20. General conference will be next month
21. The food was too hot.
22. This food was too cold.
23. I am never bored when we knock doors.
24. The water in the baptismal font was freezing.
25. My parents are Canadian.
26. I am happy when I am working.
27. Joseph Smith was confused at that time.
28. We will be happy when we keep the commandments.
29. Next year there will be a stake in Latvia.
30. We must be faithful in all things
31. Diligent missionaries always report their key indicators accurately.
32. Preach My Gospel is an excellent book
33. The Book is blue, the Church is true.
34. Joseph was fearful of the evil power in the grove
35. The grove was green and lush.
36. The pillar of light was brighter than the sun at noonday.
37. Two beings, who were bright and glorious, spoke to Joseph.
38. If we do not teach the gospel people will continue to be confused.
39. The Church of Jesus Christ of Latter-Day Saints is the only true church on the earth.
40. The people of Latvia are kind.
41. "True belief" in Latvian refers to the Russian Orthodox Church.
42. There are people, who are ready to hear the gospel, in Latvia.
43. Wicked people will never foil God's plans
44. How do you know that the Church is true?
45. The spirit testifies of the truth of all things
46. Only through the cleansing power of the Atonement of Christ can we be saved.
47. Christ suffered unimaginable pain in the garden of Gethsemane
48. There are one hundred and thirty temples in the world.
49. We believe in continuing revelation.
50. The temple is the most peaceful and beautiful place in the world.
51. Humble people will see the truth of the gospel.
52. The only way to be an effective missionary is to love the people.
53. We are missionaries for two years but we should serve the Lord our entire lives.
54. Families are an integral part of God's plan.
55. We do not believe that the will of God is ineffable.
56. Will you come to church next week?

Adjectives

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why
Kad
When
Kur
Where

Viņš			**ir**	**laimīgs.**
He			*is*	*happy.*

Es	**Mēs**		**esmu**	**esam**
I	*We*		*am*	*are*
Tu	**Jūs**	**ne +**	**esi**	**esat**
Thou (fam)	*You (pl/form)*	*not*	*art*	*are*
Viņš/Viņa	**Viņi/Viņas**	**nav**	**ir**	**ir**
He/She	*They/They(f)*	*is not*	*is*	*is*

The negation of 3rd person „ir" goes to „nav"

Jēzus Kristus
Jesus Christ
Jānis
John

laimīg(s)
happy(M)
laipn(s)
kind(M)
mierīg(s)
peaceful(M)
lab(s)
good(M)
pazemīg(s)
humble(M)
bēdīg(s)
sad(M)
klus(s)
quiet(M)
drausmīg(s)
dreadful(M)
draudzīg(s)
friendly(M)

+

	Sg	*Pl*
M	**s**	**i**
F	**a**	**as**

?

Latvian Grammar: pg 20 TALL: pg 34, 144

Vai Jūs esat laimīgs?
Are you happy?
Jā, es esmu laimīgs.
Yes, I am happy.
Nē, es neesmu laimīgs.
No, I am not happy.

Vai viņas ir laimīgas?
Are they(f) happy?
Jā, viņas ir laimīgas.
Yes, they(f) are happy.
Nē, viņas nav laimīgas.
No, they(f) are not happy.

Adjectives match what they are describing in Gender, Number, and Case.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Spirit

Scenario

You are in your second lesson with the Kalniņi family. The two small children seem under control as you ask about the reading and praying that they agreed to do last time. Iveta Kalniņa is concerned because she did not see a vision or hear a voice like you said Joseph did when he prayed. She felt really good as you taught about the Restoration last time, but she is worried because they didn't receive an answer to their prayers.

1. Preparation: You will have a few minutes to discuss how to help the Kalniņi to understand the feelings of the spirit. Discuss together how you have received answers to prayers and in what ways you feel the spirit speaks to you. What does the spirit feel like to you?

2. Practice: In pairs, with one missionary taking the role of Iveta Kalniņa or Sandrijs Kalniņš (the husband) and the other the missionary, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point in teaching them. Discuss the feelings of the spirit. Share experiences of how the spirit feels to you. Help them to be able to recognize what the spirit feels like to them. As appropriate, testify, invite, and promise blessings.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time. The teacher will move around and give needed help and encouragement.

Additional Scenario(s)

- You both have just been transferred to a new area. You are going to meet with the Branch President who wants to get to know you. He asks if you have pictures of your family. You forgot your picture, but you describe your family to him including hobbies, characteristics, and appearances.

Possessive Pronouns

Vai
?
Jā
Yes
Nē
No
Kas
What/Who

Tas	**ir**	**mans**	**tēvs.**
This	*is*	*my*	*father.*

?

šis/šie	**ir**	***mans**	**mūsu**
this/these (m)	*is/are*	*my*	*our*
tas/tie	**nav**	***Tavs**	**Jūsu**
that/those (m)	*is not*	*thy (fam)*	*your (pl/form)*
šī/šīs		**viņa/viņas**	**viņu/viņu**
this/these (f)		*his/her*	*their (m/f)*
tā/tās			
that/those (f)			
Viņš/Viņa			
He/She			
Viņi/Viņas			
They/They (f)			

			Sg	Pl
Man(s)				
Tav(s)	**+**	*M*	**s**	**i**
Sav(s)		*F*	**a**	**as**

tēvs
father
māte
mother
brālis
brother
māsa
sister
ģimene
family

Latvian Grammar: pg 31 TALL: pg 128-130

Vai tā ir Tava māsa?
Is that your sister?
Jā, tā ir mana māsa.
Yes, that is my sister.
Nē, tā nav mana māsa.
No, that isn't my sister.

mans and tavs use adjective endings that match what they possess in number, gender, and case.

Function: Asking about and expressing possession and ownership
Context: Talking about family

Scenario

A member, Gatis, has invited you over for dinner so that you can meet one of his friends who is not a member. He tells you that the man's name is Helvijs and that he is Catholic, but not practicing. Because there will not be much time after dinner to have a discussion, you decide to find out about his family, and discuss appropriately over dinner how the Gospel blesses families. You also decide to invite him to learn more about your message.

1. Practice: Pair up with someone other than your regular companion. One missionary will take the role of Helvijs and the other, the missionary. The missionaries will get to know about Helvijs and his family and discuss how the gospel blesses families using the grammar and vocabulary just learned plus any other vocabulary you may already know. Following the practice switch roles and rotate partners and do the activity a second time.

2. Re-practice: Now you decide to write a "thank you" note to Gatis for making you dinner. Each missionary will write a note to Gatis. Make sure that you tell him what you liked about the dinner and their conversation with Helvijs. Trade notes with your companion and correct each other's language.

Additional Scenario(s)

- You are at a baptismal service for one of your investigators who is being baptized and following the service, you have an opportunity to speak with your investigator's brother and his wife, who have been touched by the Spirit with what they have seen, and have questions about families. Taking appropriate roles with another missionary, discuss, testify, and invite.

Reflexive Pronoun

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why
Kāpēc
When
Kur
Where

Jēzus Kristus			**nodibināja**	**savu**	**baznīcu.**
Jesus Christ			*established*	*his*	*church.*

?

Es	**Mēs**		**nodibināt**	***sav(s)**	**baznīc(a)**
I	*We*		*to establish*	*one's own*	*church*
Tu	**Jūs**	**ne +**	**mācīt**		**evaņģēlij(s)**
Thou (fam)	*You (pl/form)*	*not*	*to teach*		*gospel*
Viņš/Viņa	**Viņi/Viņas**		**kalpot**		**Tēv(s)**
He/She	*They/They(f)*		*to serve*		*Father*
			dot		**cilvēk(s)**
			to give		*person*
					dzīv(e)
					life

Jēzus Kristus
Jesus Christ

Latvian Grammar: pg 56 TALL: pg 5, 21

Vai Jēzus Kristus nodibināja savu baznīcu?
Did Jesus Christ establish his church?
Jā. Jēzus Kristus nodibināja savu baznīcu.
Yes. Jesus Christ established his church.
Nē. Jēzus Kristus nodibināja savu baznīcu.
No. Jesus Christ did not establish his church.

**Savs is an adjective and must match what it describes/possesses in number, case, and gender.*

Function: Asking about and expressing possession and ownership
Context: Teaching about Christ

Scenario

You and your companion were just let into the house of a man named Raimonds, an older man who doesn't believe in God. He has never read the bible and knows very little about Jesus Christ. Teach him about Jesus Christ, His life and the things He did while on the earth. Use the reflexive pronoun and any other grammar principles to teach these principles.

1. Practice: In pairs, one missionary will take the role of Raimonds and the other fill the role of the missionary. Practice teaching about Jesus Christ and discuss what He did while on the earth. Testify and invite where appropriate.

2. Re-practice: Switch roles and teaching companions. Repeat the practice activity.

Additional Scenario(s)

- You are teaching a recent convert about family history work. You decide to share some experiences from your own family history. Use the reflexive pronoun to introduce your ancestors and tell their stories.
- You are getting to know your companion. Tell stories about your family. Use the reflexive pronoun to introduce your family members and to tell their stories.

Possession

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kā
How
Kāpēc
Why

Man	**ir**	**liecība.**
I	*have*	*a testimony.*

?

man	**mums**
to/for me	*to/for us*
Tev	**Jums**
to/for thee	*to/for you*
viņam	**viņiem**
he	*they*
viņai	**viņām**
she	*they (f)*
tam/ tai	**tiem/ tām**
it (m/f)	*it (m/f)*

ir
have/has
bija
had
būs
will have

liecība
testimony
vēstījums
message
interese
interest
jautājums
questions
Debesu Tēvs
heavenly father

trukst
lack
nav
do/does not have
nebija
did not have
nebūs
will not have

***laik(s)**
time
ticība(s)
faith

Latvian Grammar: pg 20 TALL: pg 112-113

Vai Jums ir liecība?
Do you have a testimony?
Jā, man ir liecība.
Yes, I have a testimony.
Nē, man nav liecības.
No, I don't have a testimony.

** "not have" puts things into genitive case.*

Function: Asking about and expressing possession and ownerhsip
Context: Door approach

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young family waiting at a bus stop. You stop and talk to them. Briefly begin teaching and set up an appointment. Don't forget to ask them if they have any friends who would be interested in your message. Use the dative construction for possession shown in the board display and any other appropriate grammar to talk to the family.

1. Practice: In pairs, one missionary will take the role of one of the family members and the other fill the role of the missionary. Practice talking to the family and introducing yourselves and your message. Testify, invite, and promise blessings where appropriate. Make sure to ask for referrals.

2. Re-practice: Switch roles and teaching companions. Repeat the practice activity. Answer questions and resolve concerns.

Additional Scenario(s)

- You are on the phone with the zone leader. He wants to know how many investigators you have, how many have baptismal dates, and what your goals are for the upcoming transfer. Use possession to discuss your investigators and your goals.

Dative Constructions

Man *I*				**patīk** *like*	**sporti.** *sports.*
man *to/for me*	**mums** *to/for us*			**patika** *liked*	**spēles** *games*
Tev *to/for thee*	**Jums** *to/for you*			**patīk** *like*	**lasīt** *to read*
viņam *he*	**viņiem** *they*		**ne +** *not*	**patiks** *will like*	**peldēt** *to swim*
viņai *she*	**viņām** *they (f)*				**Rīga** *Riga*
tam/ tai *it (m/f)*	**tiem/ tām** *it (m/f)*			**garšo** *like the taste of*	**pica** *pizza*
					gurķi *pickles*

Vai
?
Jā
Yes
Nē
No
Kas/Kam
What/Who
Kā
How
Kāpēc
Why
Kad
When
Kur
Where

?

Jēzum Kristum
Jesus Christ
Jānim
John

Latvian Grammar: pg 20 TALL: pg 84, 136-137

Vai Jums patīk sporti?
Do you like sports?
Jā, man patīk sporti.
Yes, I like sports.
Nē, man nepatīk sporti.
No, I don't like sports.

Third column is the subject of the sentences. If it is not 3rd person, the verb will be conjugated differently. Ex; "man patic tu"

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Hobbies and food

Scenario

You are meeting a former investigator who has just moved into an area where both missionaries are going to be transferred tomorrow. You go to meet with the former investigator to find out about him so you can share the information with the incoming missionaries.

1. Practice: Missionary A: Take the role of the outgoing missionary. Take notes as you ask the investigator about such things as: his likes and dislikes, what he likes about the church, his desires for his family, beliefs about the Savior, understanding of the gospel, understanding of the restoration, what he likes about the message, hesitations and/or reasons for discontinuing meeting with missionaries. Testify, invite and promise blessings as you discuss. Missionary B: Take the role of the investigator and answer the questions as sincerely as possible.

2. Re-practice: Switch roles and teaching companions and repeat the activity.

Additional Scenario(s)

- You have been asked by the Branch president of the branch in which you are serving to visit a less-active member of the Church and then report back to him. One missionary will take the role of the less-active member and the other, the missionary.

Vajadzēt “to need”

Man			**vajag**	**liecību.**	?
I			*need*	*a testimony.*	

man	**mums**		**vajag**	**liecīb(a)**
to/for me	*to/for us*		*need*	*testimony*
Tev	**Jums**		**vajadzēja**	**Bībel(e)**
to/for thee	*to/for you*		*needed*	*Bible*
viņam	**viņiem**	**ne +**	**vajadzēs**	**ticīb(a)**
he	*they*	*not*	*will need*	*faith*
viņai	**viņām**			**grēk(s)**
she	*they (f)*			*sin*
tam/ tai	**tiem/ tām**			**pateicīb(a)**
it (m/f)	*it (m/f)*			*gratitude*
Visiem				**nožēlot grēk(s)**
All				*repent of sin*
Jānim				**kristīšan(ās)**
John				*baptism*

Vai
?
Jā
Yes
Nē
No
Ko/Kam
What/Who
Kad
When
Kāpēc
Why
Kāpēc
When
Kur
Where

Latvian Grammar: pg 43 TALL: pg 30

Vai Jums vajag liecību?
Do you need a testimony?
Jā, man vajag liecību.
Yes, I need a testimony.
Nē, man nevajag liecību.
No, I don’t need a testimony.

Vajadzēt puts things into accusative case.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about repentance

Scenario

You are teaching Sergejs, who has had a hard past. He feels guilty for all of the bad things that he has done. You are planning to teach him about repentance. Use the verb “vajadzēt” as shown in this board display to express the need for repentance. Use any other grammar you know up to this point as you see fit. Testify, invite, and promise blessings as appropriate.

1. Practice: In pairs, one missionary will take the role of Sergejs and the other will fill the role of the missionary. Practice teaching about repentance. Answer his questions and help to resolve his concerns about the guilt from his past.

2. Re-practice: Switch roles and teaching companions and repeat the activity.

Additional Scenario(s)

- You are meeting with a member and discussing the Christ-like attributes. Discuss with the member what attributes we need in order to be more like Christ.
- Teach the commandments; focus on the things that we need to do in order to receive the blessings promised.

Adverbs

Vai
?
Jā
Yes
Nē
No
Kas/Ko
What/Who
Kad
When
Kāpēc
Why
Kur
Where

Viņš	**čakli**	**lasa.**
He	*diligently*	*reads.*

Es	**Mēs**	**čakl(s)**	**+**	**-i**	**ne**	**+**	**lasu**	**lasam**
I	*We*	*diligent*		*ly*	*not*		*read*	*read*
Tu	**Jūs**	**pazemīg(s)**					**lasi**	**lasat**
Thou (fam)	*You (pl/form)*	*humble*					*readest*	*read*
Viņš/Viņa	**Viņi/Viņas**	**ātr(s)**					**lasa**	**lasa**
He/She	*They*	*quick*					*read*	*read*
		skaļ(š)						
		loud						
Jēzus Kristus		**klus(s)**	**+**	**-am**			**lūdzu**	**lūdzam**
Jesus Christ		*quietly*		*ly*			*prays*	*prays*
Jānis		**lēn(s)**					**lūdz**	**lūdzat**
John		*slowly*					*prayest*	*prays*
							lūdz	**lūdz**
							prays	*prays*

?

Latvian Grammar: pg 50 TALL: pg 79-81, 144

Vai Tu čakli lasi?
Do you read diligently?
Jā, es čakli lasu.
Yes, I read diligently.
Nē, es čakli nelasu.
No, I do not read diligently

Function: Asking about and describing actions and events
Context: Follow up on commitments

Scenario

You are having your second meeting with an investigator. You invited them to read and pray in the first meeting. Follow up on their commitments. Find out if they read and prayed. More specifically, find out how they read and prayed. Slowly? Quickly? Diligently? Out loud?

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Ask and answer questions about the commitments. Invite the investigator to read and pray more diligently if necessary. Testify and promise blessings where appropriate. Use adverbs and other necessary grammar principles to teach and respond.

2. Re-practice: Switch roles and teaching companions and repeat the activity. Make sure that both the missionary and the investigator are using adverbs to describe how they read and prayed.

Additional Scenario(s)

- You are writing a letter to your mission president about your week. Describe the things that you did this week. Make sure to use adverbs to describe not only what you accomplished, but how you did it. Well? Quickly? Quietly?

Definite Adjectives

	Jūs lasīsiet	**Almas grāmatā**	**pirmajā nodaļā**		**pirmo**	**līdz**	**otrajam**	**pantam.**
	You will read	*in Alma's book*	*in the first chapter*		*the first*	*until*	*second*	*verse.*
Vai								?
?	**Jūs lasīsiet**	**Almas Grāmat(a)**	**pirm(ais)**		**pirm(ais)**	**pantu.**		
Jā	*You will read*	*Alma's book*	*first*		*first*	*verse*		
Yes		**Mācīb(a) un Derīb(as)**	**otr(ais)**		**otr(ais)**			
Nē		*Doctrine and Covenants*	*second*		*second*			
No		**Jāņa Evaņģēlij(s)**	**treš(ais)**	**nodaļā**	**treš(ais)**	**līdz**	**pirm(ais)**	**pantam**
Kas/Ko		*John's Gospel*	*third*	*chapter*	*third*	*until*	*first*	*verses*
What/Who		**Moronija Grāmat(a)**	**ceturt(ais)**		**ceturt(ais)**		**otr(ais)**	
Kād(s)		*Moroni's book*	*fourth*		*fourth*		*second*	
What kind							**treš(ais)**	
Kur(š)							*third*	
Which							**ceturt(ais)**	
Kad(s)							*fourth*	
What kind								
Kur(š)								
Which								

Latvian Grammar: pg 33 TALL: pg 120-122

Vai Jūs lasīsiet Almas grāmatā pirmajā nodaļā otro pantu?
Will you read in Alma's book in the first chapter the second verse?
Jā, es lasīšu Almas grāmatā pirmajā nodaļā otro pantu.
Yes, I will read in Alma's book in the first chapter the second verse.
Nē, es nelasīšu Almas grāmatā pirmajā nodaļā otro pantu.
No, I will not read in Alma's book in the first chapter the second verse

You must change the adjective ending to match the chapter or verse it describes.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching about The Book of Mormon

Scenario

You contacted a beautiful family on the bus. While skeptical, the parents agreed to let you visit later that evening. They are the parents of 3 young children. Early in the lesson the father says that he has never been the religious type and in general he disagrees with idea of organized religion. He does mention, however, that he is intrigued with the idea of new scripture and prophets.

1. Preparation: Take a couple of minutes to review the grammar and vocabulary from the lesson and prepare to share what you can about The Book of Mormon.

1. Practice: Working in pairs, one missionary will take the role of the investigator and the other will be the missionary. Ask questions and discuss as many important points as possible about The Book of Mormon, using the grammar and vocabulary and other words you may know up to this point. Be sure to introduce passages from the Book of Mormon using definite adjectives.

2. Re-practice: Switch roles and partners so you are not working with the same person the second time around, and go through the scenario a second time.

Additional Scenario(s)

- Hold a short testimony meeting and give the missionaries an opportunity to bear their testimonies about The Book of Mormon, citing specific passages and using the grammar principle and as much of the vocabulary as possible.

Degrees of Comparison

Vai *?*
Jā *Yes*
Nē *No*
Kas *What/Who*
Kā *How*
Kāpēc *Why*
Kad *When*
Kur *Where*

Celestiālā Valstība	**ir**	**labāka**	**nekā**	**Terestriālā Valstība**	?
The Celestial Kingdom	*is*	*better*	*than*	*the Terrestrial Kingdom.*	

Es	**Mēs**	**ne**	**esmu**	**esam**	**lab(s)**		**tās**
I	*We*	*not*	*am*	*are*	*good*		*that*
Tu	**Jūs**		**esi**	**esat**	**lab+āk(s)**	**nekā**	**šis**
Thou (fam)	*You (pl/form)*		*art*	*are*	*better*	*than*	*this*
Viņš/Viņa	**Viņi/Viņas**	**nav**	**ir**	**ir**	**lab+āk(ais)**		**Celestiālā valstība**
He/She	*They*	*Is not*	*is*	*is*	*best*		*Celestial kingdom*
			"nav" replaces ir in the negation.		**vis+lab+āk(ais)**		**Terestriālā valstība**
					the very best		*Terrestrial kingdom*

tās
that
šis
this
Celestiālā Valstība
Celestial Kingdom
Terestriālā valstība
Terrestrial Kingdom

slikt(s)
bad
augst(s)
high
zem(s)
low

Latvian Grammar: pg 36 TALL: pg 25, 142

Vai Celestiālā Valstība ir labāka nekā Terestriālā Valstība?
Is the Celestial Kingdom better than the Terrestrial Kingdom.
Jā, Celestiālā Valstība ir labāka nekā Terestriālā Valstība.
Yes, the Celestial Kingdom better than the Terrestrial Kingdom.
Nē, Celestiālā Valstība nav labaka nekā Terestriālā Valstība.
No, the Celestial Kingdom is no better than the Terrestrial Kingdom.

Adjectives and definite adjectives must match in gender, number, and case.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching about the Kingdoms of Glory

Scenario

You are teaching Sergejs and Ineta about the Plan of Salvation. They are both students at the local university. They were very interested when you taught them about the Restoration. They love learning about different religions. You are almost finished teaching about the Plan of Salvation when Ineta asks “What is the difference between these 3 kingdoms? I thought there was a heaven for good people and a hell for bad people?” Help them to understand not only the differences between the kingdoms but also the differences between the people that will dwell in each kingdom.

1. Preparation: Give the missionaries a few minutes to discuss how they can help this couple understand more about the Kingdoms of Glory. Why are there 3 kingdoms? How do they compare to each other? Who will live there?

2. Practice: In pairs, with one missionary taking the role of Sergejs or Ineta and the other the missionary, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary they may know up to this point in teaching the couple. Have the missionaries discuss the principles outlined in the scenario. Testify, invite, and promise blessings where appropriate.

Additional Scenario(s)

- You have just been to a Zone Conference where your Mission President challenged all the missionaries to look back on their time as a missionary so far and to evaluate how you want to improve. You and your companion sit down together to write out what kind of missionary you want to be. Make a list of how you can improve.

“Ar” instrumental case

Vai
?
Jā
Yes
Nē
No
Kas/Ko
What/Who
Kad
When
Kā
How
Kāpēc
Why
Kur
Where

Tu							
You							
Es	**Mēs**			**braucu**	**braucam**	**ar**	**prām(is)**
I	*We*			*travel*	*travel*	*with / by means of*	*ferry*
Tu	**Jūs**	**ne +**		**brauc**	**braucat**		**mašin(a)**
Thou (fam)	*You (pl/form)*	*not*		*travelest*	*travel*		*automobile*
Viņš/Viņa	**Viņi/Viņas**			**brauc**	**trauc**		**lidmašin(a)**
He/She	*They*			*travels*	*travles*		*plane*
							vilcien(s)
							train
Jēzus Kristus				**ceļot**			**autobus(s)**
Jesus Christ				*to travel*			*autobus*
Jānis							
John							

?

Latvian Grammar: pg 46 TALL: pg 85

Vai Tu brauc ar prāmi?
Do you travel by means of ferry?
Jā, es braucu ar prāmi.
Yes, I travel by means of ferry.
Nē, es nebraucu ar prāmi.
No, I don’t travel by means of ferry.

Instrumental case is accusative in singular and dative in plural (not so with all other prepositions.)

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Talking about travel

Scenario

You and your companion are contacting in a park far away from the church. You set up a meeting with a student at the local university, but because he has roommates, you decide to meet at the church. Give him instructions on how to get to the church. Use “ar” instrumental case to tell him what kind of transportation he needs to get there.

1. Practice: In pairs, one missionary will take the role of the student and the other fill the role of the missionary. Practice giving directions to the church using “ar” and the appropriate case endings as shown in the board display.

2. Re-practice: Switch roles and teaching companions and repeat the activity. As appropriate, use “vajag” and the imperative mood. Ex: Get off the bus in Imanta.

Additional Scenario(s)

- You are training a new missionary and instructing him on the transportation in the city. You describe how you get to different parts of town using the trams, busses, trolleys, and trains. Use “ar” from the board display to help you to properly describe how you travel around the city. You could also use the conditional mood here. Ex: You could travel to Imanta by tram or by bus.

Conditional Mood

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kad
When

Es *I*				**gribētu** *want*		**klauvēt pie durvīm.** *knock doors.*
Es *I*	**Mēs** *We*			**gribēt** *to want*		**mums palīdzēt** *help us*
Tu *Thou (fam)*	**Jūs** *You (pl/form)*	**ne +** *not*		**varēt** *to can*		**klauvēt pie durvīm** *knock doors*
Viņš/Viņa *He/She*	**Viņi/Viņas** *They*			**palīdzēt** *to help*	**+** *would*	**u** **mācīt ar mums** *teach with us*
				lasīt *to read*		**pant(s)** *verse*
Jēzus Kristus *Jesus Christ*				**liecināt** *to testify*		**stund(a)** *lesson*
Jānis *John*				**piedalīt(ies)** *to share*	**+** *would*	**os** **par atjaunošanu** *about the restoration*

?

Vai es varētu klauvēt pie durvīm?
Could I knock doors?
Jā, es varētu klauvēt pie durvīm.
Yes, I could knock doors.
Nē, es nevarētu klauvēt pie durvīm.
No, I could not knock doors.

Add "u" directly to the infinitive of the verb to create "would verb"

Scenario

You are having your second meeting with a Dzintra, a member, for the first time. You have a goal as a companionship to involve the members more in your work. Ask Dzintra if she would be willing to come with you to an investigators home for a lesson.

1. Practice: In pairs, one missionary will take the role of the member and the other will take the role of the missionary. Ask if she would be willing to help, testify, invite, etc. Use conditional mood as well as any other grammar principles you have learned up to this point.

2. Re-practice: Switch roles and teaching companions and repeat the activity. Make sure that the missionary is using conditional mood to ask the member to help.

Additional Scenario(s)

- You and your companion are doing weekly planning. Explain to your companion what you would you like to do during the next week.

Reflexive Verbs

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kad
When
Kā
How
Kāpēc
Why

Mēs *We* **paklausāmies.** *are obedient.* ?

Es	**Mēs**
I	*We*
Tu	**Jūs**
Thou (fam)	*You (pl/form)*
Viņš/Viņa	**Viņi/Viņas**
He/She	*They*

ne + *not*

Kristī(ties) *to be baptized*
paklausī(ties) *to be obedient*
atcerē(ties) *to remember*
gatavo(ties) *to prepare oneself*
pilnveido(ties) *to perfect oneself*

J+

	Past	
	jos	**jāmies**
	jies	**jāties**
	jās	**jās**
	Present	
	os	**amies***
	ies	**aties***
	as*	**as***
	Future	
	šos	**simies**
	sies	**sities**
	sies	**sies**

Jēzus Kristus
Jesus Christ
Jānis
John

** "ināt" and "īt" verbs in present tense will be āmies, āties, ās.*

Latvian Grammar: pg 53-55 TALL: pg 32-33, 44, 76-78

Vai mēs paklausāmies?
Are we obedient?
Jā, mēs paklausāmies.
Yes, we are obedient.
Nē, mēs nepaklausāmies.
No, we are not obedient.

Vai Jūs paklausieties?
Will you be obedient?
Jā, es paklaušos.
Yes, I will be obedient.
Nē, es nepaklaušos.
No. I will not be obedient.

Given are the present stem forms of the verbs. Use the appropriate stem for each tense. Drop the "ies" and then get the past/present/future stem of the verb before you add the new flexive endings.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about baptism

Scenario

You and your companion are teaching Sandis. You have met with him a couple of times now. He has been reading and praying about the Book of Mormon and keeping his commitments. You decide to teach him about baptism and invite him to be baptized. Using reflexive verbs, teach him about obeying God's commandments and being baptized. Invite him to be baptized. Testify and promise blessings where appropriate.

1. Practice: In pairs, one missionary will take the role of Sandis and the other fill the role of the missionary. Practice teaching about the covenant of baptism and answer questions and resolve concerns.

2. Re-practice: Switch roles and teaching companions. Repeat practice activity. Make sure to use the reflexive verbs outlined in the board display, and other reflexive verbs.

Additional Scenario(s)

- Teach a recent convert about the opportunity to renew covenants when taking the sacrament. Teach about remembering, perfecting oneself, and being baptized again every week.
- Ask and give directions using reflexive verbs such as: Apstāties and Pagriezties

Imperative Mood

	Ej *Go*					**uz** *to*	**baznīcu.** *church.*

?

ne
not

“staigāt”

	Sg.	Pl.
1st	*	**staigāsim** *Let’s walk*
2nd	**staigā** *walk (informal)*	**staigājiet** *walk (formal/plural)*
3rd	**lai (viņš) staigā** *let (him) walk*	

+ „ies”
For reflexive verbs

pa *(to)*	**priekš(s)** *forward*
uz *(to)*	**iel(a)** *street*
pie *at*	**lab(i)** *right*
līdz *until*	**kreis(i)** *left*
	pietur(a) *the stop*
	Latvijas Viesnīc(a) *Hotel Latvia*

iet
to go (by foot)
iekapt
to get on
izkapt
to get off
apstāties
to stop
pagriezties
turn

Latvian Grammar: pg 60 TALL: pg 85-86, 142

Ej uz baznīcu.
Go(fam) to church
Ejiet uz baznīcu.
Go(pl/form) to church.
Iesim uz baznīcu.
Let’s go to church.

Apstājies pie pieturas
Stop(fam) at the stop.
Apstājieties pie pieturas.
Stop(pl/form) at the stop.
Apstāsimies pie pieturas.
Let’s stop at the stop

Lai viņš iet uz baznīcu.
Let him go to church
Lai viņš apstājas pie pieturas.
Let him stop at the stop

Use present Tu form (given) for imperative mood, add the appropriate endings to form plural and reflexive commands, There are some exceptions for the “we” form. Ex: use “ie-“ to form the “we” command Tu, Jūs, and mēs forms do not use the pronoun. 3rd person is formed: lai viņš iet/nāk/staigā.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Giving directions

Scenario

You are lost and are trying to find your way to an investigators apartment. You stop a man on the road and ask him how to get to the park that is near your investigator's house.

1. Practice: In pairs, one missionary will take the role of the man and the other fill the role of the missionary. Practice giving directions. Use the imperative mood to tell the missionary how to get to the park. Use any other grammar you know up to this point.

2. Re-practice: Switch roles and teaching companions and repeat the activity.

Additional Scenario(s)

- Teach the commandments to your investigator. Use imperative mood to help them understand what they must do in order to receive the blessings promised.
- You are training a new missionary. Use imperative mood to give them instructions on how to do the missionary work in your area. Teach them about the area book, how to take care of the apartment, etc.

INSTRUCTIONS:

Identify whether the sentence or clause is using active or passive voice with a "A" or a "P" and underline the part of speech responsible for the voice.

1. Joseph lived in the United States.
"A"
2. He was raised of goodly parents
"P"
3. His family members were deeply religious.
4. They constantly sought for the truth.
5. He was persecuted for his faith
6. Joseph desired to know which of all the sects was right.
7. He remained confused.
8. Joseph turned to the Bible for guidance.
9. Joseph was greatly blessed for his faith
10. Joseph attended different churches.
11. One day he read James 1:5.
12. He was informed to ask God his question.
13. Joseph decided to pray.
14. He went to a nearby grove.
15. He knelt down.
16. When he was praying, he felt the opposition of the Adversary.
17. While he was struggling against opposition, he cried out to God.
18. Joseph was not overcome by the evil power
19. He saw a pillar of light.
20. The light was brighter than the sun.
21. In midst of the light, there were two personages.
22. One of them spoke to Joseph.
23. He called him by name.
24. Christ told him not to join any of the denominations.
25. Joseph was 14 years old when he had this vision.
26. He knew he had the vision and he didn't deny it.
27. Joseph was called to be a prophet.
28. Angel Moroni came to tell him where the plates were.
29. Joseph was given the golden plates
30. He became the prophet the restoration.
31. he was chosen before he was born.
32. Joseph received the priesthood from angelic messengers.
33. He established the true church of Christ.
34. Joseph later endured many trials.
35. He was blessed with many revelations
36. Despite the opposition Joseph continued faithful.
37. He received the Book of Mormon.
38. By the power of God he translated it into English.
39. The book of Mormon was printed as a second testament of Christ.
40. When Joseph taught, he taught with power and authority
41. The church continued to grow.
42. The D&C was printed.
43.The D&C is composed of many of Joseph's revelations.
44. The Kirtland and Nauvoo temples were built by the saints
45. Joseph Smith possessed all of the gifts of the Spirit.
46. The saints were required to sacrifice much to build those houses of God.
47. Many people were baptized on that day.
48. Joseph was eventually imprisoned.
49. The church also endured rising opposition.
50. While still in Jail a mob came.
51. While in Carthage, the prophet read scriptures and they sang hymns.
52. They reached the room where Joseph was staying.
53. Joseph's blood was "spilled by assassins."
54. Joseph was martyred in cold blood.
55. Joseph and his brother, Hyrum, were shot
56. The mob overpowered the guards.
57. Joseph the prophet sealed his testimony with his life.
58. And, his testimony was sealed with his blood.
59. It was decided that the saints would travel to Utah after Joseph's death
60. The saints loaded handcarts with all of their belongings to cross the plains.

Passive Voice

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kad
When
Kā
How
Kāpēc
Why
Kur
Where

Jēzus Kristus			**tika**	**nogalināts.**				
Jesus Christ			*was*	*killed.*				

Es	**Mēs**
I	*We*
Tu	**Jūs**
Thou (fam)	*You (pl/form)*
Viņš/Viņa	**Viņi/Viņas**
He/She	*They*

ne +
not

Past	
tiku	**tikām**
was	*were*
tiki	**tikāt**
wast	*were*
tika	**tika**
was	*were*

Jēzus Kristus
Jesus Christ
Apustuļi
Apostles
Priesterība
Priesthood

Present	
tieku	**tiekam**
is	*are*
tiec	**tiekat**
art	*are*
tiek	**tiek**
are	*are*

Future	
tikšu	**tiksim**
will be	*will be*
tiksi	**tiksiet**
will be	*will be*
tiks	**tiks**
will be	*will be*

nogalināt
killed
sist krustā
crucified
zaudēt
lost

noņemt
taken
mainīt
changed

+

	Sg	*Pl*
M	**s**	**i**
F	**a**	**as**

?

Latvian Grammar: pg 73 TALL: pg 5-9

Vai Jēzus Kristus tika nogalināts?
Was Jesus Christ killed?
Jā, Jēzus Kristus tika nogalināts.
Yes, Jesus Christ was killed.
Nē, Jēzus Kristus netika nogalināts.
No, Jesus Christ was not killed.

Add the appropriate ending, matching to the subject of the sentence in number and gender.

Function: Narrating experiences and telling stories
Context: Teaching about the Apostasy

Scenario

You have been teaching Eva for 2 weeks now. She is very receptive and loves reading the Book of Mormon. She agrees with all that you teach, but she believes that all churches are good and that the truth is found everywhere. You and your companion decide that she needs to learn about The Church as Christ established it, and about the Apostasy.

1. Practice: In pairs, one missionary will take the role of Eva and the other fill the role of the missionary. Teach about the Church that Christ established, and what happened when he was killed, and the years leading to the Apostasy. Use passive voice and any other grammar that you know up to this point to teach these principles. As appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

- You are contacting in a park and come upon a man who is interested in your message. Teach him about Joseph Smith. Teach about how he was called to be a prophet and how the book of Mormon was translated.
- You are knocking doors and are teaching someone who asks you who you are to teach this message. Take a minute to tell him about how you were called to come to Latvia to teach the gospel. Tell him that your call came from a prophet who was called by God.

INSTRUCTIONS:

Identify which form of "have" is being used; perfect tense, possession, or necessity

1. I have a copy of the Book of Mormon (possession)
2. Joseph Smith has translated the Book of Mormon for us. (perfect tense)
3. We have to keep the commandments (necessity)
4. We do not have time to go to Ogre.
5. Joseph had to wait for four years before he could take the plates.
6. The Church of Christ has been restored on earth again.
7. Missionaries have to go to the MTC before they can go to the field.
8. All missionaries have incredible faith.
9. You will have to translate all of these sentences into Latvian.
10. You will have translated all of these sentences into Latvian.
11. You will have all of these sentences in your head for a long time.
12. Missionaries have a lot of study time every day.
13. Missionaries have to use their study time to prepare to teach people.
14. Investigators have to have repented of their sins before baptism
15. Do investigators have to attend church before they can be baptized? Yes!
16. Do you have time to meet with the Krumini tomorrow?
17. Joseph smith had received many revelations before he restored the church.
18. "It is not requisite that man should run faster than he has strength."
19. Have you studied "Preach My Gospel" as thoroughly as you ought to have done?
20. Joseph had enough time to complete his work on earth before he died.
21. Missionaries never seem to have enough time to accomplish everything they have to.
22. Nephi had to kill Laban or his people would have dwindled in unbelief.
23. Lehi and his family had left Jerusalem before it was destroyed.
24. A prophet has been called in our day.
25. We have been told that we have to obey the Word of Wisdom
26. We have commandments from God that we have to keep.
27. We have to keep our covenants sacred
28. Crying babies, like good intentions, have to be carried out.
29. The internet has been a wonderful blessing to Church members around the world.
30. Missionaries have to represent Christ at all times, in all things, and in all places.
31. Ammon had great faith.
32. If you don't have time to meet with Aivars then you will have to have time to meet with Ainars.
33. Have you heard about the Book of Mormon?
34. Do you have the time?
35. Have you seen the "Testaments?"
36. All foreign speaking missionaries have to memorize twenty new words a day.
37. Missionaries always have the Spirit with them.
38. Has your friend been introduced to the missionaries?
39. If I had the time I would have done my reading.
40. I have to work on Sundays because I have a job.
41. The Lord will bless you if you have faith and find another job so you don't have to work on Sundays.
42. We have to develop Christ-like attributes.
43. An investigator has to have a personal relationship with Heavenly Father.
44. The Church has more than thirteen million members.
45. By the millennium the Church will have grown to fill the whole earth.
46. Had Nephi not killed Laban his posterity would not have had the brass plates.

Perfect Tense

Vai
?
Jā
Yes
Nē
No
Kas/Ko
What/Who
Kad
When
Kā
How
Kāpēc
Why

Jūs	**esat**	**lasījis**	**Mormona Grāmatu.**
You	*have*	*read*	*the Book of Mormon.*

?

Es	**Mēs**	
I	*We*	
Tu	**Jūs**	
Thou (fam)	*You (pl/form)*	
Viņš/Viņa	**Viņi/Viņas**	
He/She	*They*	

Jānis
John

ne
not

nav
is not

Past	
biju	**bijām**
had	*had*
biji	**bijāt**
had	*had*
bija	**bija**
had	*had*
Present	
esmu	**esam**
have	*have*
esi	**esat**
hast	*have*
ir	**ir**
has	*has*
Future	
būšu	**būsim**
will have	*will have*
būsi	**būsit**
will have	*will have*
būs	**būs**
will have	*will have*

lasīj
read
lūdz
prayed
saņēm
received
nožēloj
repented

	Sg	*Pl*
M	**-is**	**-uši**
F	**-usi**	**-ušas**

Add the appropriate ending, matching to the subject of the sentence in number and gender.

Mormona Grāmat(a)
The Book of Mormon
Dievam
to God
atbild(e)
an answer
grēk(s)
sin
Bībel(e)
Bible

Latvian Grammar: pg 58 TALL: pg 79-81

Vai Jūs esat lasījis Mormona Grāmatu?
Have you read the Book of Mormon?
Jā, Es esmu lasījis Mormona Grāmatu.
Yes, I have read the Book of Mormon
Nē, Es neesmu lasījis Mormona Grāmatu.
No, I have not read the Book of Mormon.

Given are the past stems of the verbs

Function: Asking about and describing actions and events
Context: Following up

Scenario

You are teaching a young couple for the second time. Last time, you invited them to read the book of Mormon and pray about it. Follow up on the commitments they have made. Ask them if they have read and prayed. Answer questions and help resolve concerns if needed. Use perfect tense to ask and answer questions.

1. Practice: In pairs, have one missionary take the role of the husband or wife, and the other fill the role of the missionary. Use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point in accomplishing the task. Follow up and ask questions. As appropriate, testify, invite, and promise blessings.

2. Re-practice: The missionaries will switch roles, rotate practice companions, and repeat the activity a second time. Make sure both the missionary and the investigator are using perfect tense when asking and answering questions.

Additional Scenario(s)

- You are teaching the message of the restoration. Your investigator isn't convinced that he will receive an answer to his prayers. Testify about your experience with prayer. Ex: Es esmu lasījis un es esmu saņēmis atbildi.

Debitive Mood

Vai
?
Jā
Yes
Nē
No
Kas/Kam
What/Who
Kad
When
Kā
How
Kāpēc
When

Mums			**ir**	**jātic**	**Dievam.**
We				*must*	*believe in God*

Man	**Mums**	**ne +**	**bija**	**jā +**	**tic Dievam***
I	*We*	**nav**	**ir**	*must*	*believe in God*
Tev	**Jūms**	**ne +**	**būs**		**seko pravietim***
Thou (fam)	*You (pl/form)*				*follow the prophet*
Viņam/Viņai	**Viņem/Viņam**				**noželo grēki**
He/She	*They*				*repent*
					saņem Svētais Gars
					receive the Holy Ghost
Jēzum Kristum					**kristās**
Jesus Christ					*be baptized*
Jānim					**paklausās**
John					*obey*

Debitive Mood does not put things into accusative case.

?

** Ticēt and sekot force Dative Case*

Latvian Grammar: pg 42 TALL: pg 26-57

Vai mums ir jātic Dievam?
Must we believe in God?
Jā, mums ir jātic Dievam.
Yes, we must believe in God.
Nē, mums nav jātic Dievam.
No, we must not believe in God.

To form debitive mood put the verb in 3rd person present, "must" is made by the "ir jā-".

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching the Gospel of Jesus Christ

Scenario

You have been teaching Ainis for a few weeks. He seems interested in The Book of Mormon and has been participating in the lessons you have taught. However, he has not been keeping his commitments regularly. Every now and then he will pick up the scriptures or pray, but he doesn't seem to understand the importance of the Gospel. For your next appointment you decide that you will teach him about the Gospel of Jesus Christ.

1. Preparation: You will have a few minutes to discuss how you can help Ainis to understand the importance of living the Gospel of Jesus Christ. Select one or two scriptures that you could use to help him.

2. Practice: In pairs, with one missionary taking the role of Ainis and the other the missionary, use the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point in teaching Ainis. Discuss the principles of the Gospel, focusing on the importance of living these principles. Invite Ainis to live the Gospel.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time. The teacher will be there to give needed help and answer questions.

Additional Scenario(s)

- You are planning out your week with your new companion. You are a new trainer and are instructing your companion on all the things that you must do this week. Plan out your days, including preparation day. Include meetings you need to attend, shopping, laundry, lessons with investigators, etc.

Time

Cikos
What time
Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kad
When

Autobus	**piebrauc**	**piecos.**
The bus	*arrives*	*at five.*

?

vilciens	**sākās**	**vienos**
train	*begin*	*at one*
nodarbība	**beidzās**	**puspiecos**
class	*ends*	*at four thirty*
autobuss	**bija/ir/būs**	**ap diviem**
bus	*was/is/will be*	*around two*
Svētdienas skola	**piebrauc**	**ap pusčetriem**
Sunday school	*arive*	*around three thirty*
veikals	**(at)vērās vaļā**	**bez piecpadsmitiem divi**
store	*open*	*fifteen 'til two*
pasts	**(aiz)vērās ciet**	**bez divdesmitiem deviņi**
post office	*close*	*twenty 'till two*
		divpadsmit pari astoņiem
		twelve after eight
		pieci pari septiņiem
		five after seven

Latvian Grammar: pg 25, 74 TALL: pg 92-93, 106-108, 145

Cikos piebrauc autobus?
What time does the bus arrive?
Autobus piebrauc piecos.
The bus arrives at 5:00.

Vai autobus piebrauc piecos?
Does the bus arrive at five?
Jā, autobus piebrauc piecos.
Yes, the bus arrives at five.
Nē, autobus nepiebrauc piecos.
No, the bus does not arrive at five.

To make a question reverse the order of these two columns while still leaving the question word at the beginning.

Function: Asking and answering questions of time, date, and location
Context: Schedules

Scenario

You and your companion have just been transferred to different areas. You have to plan out your schedules so that you find buses or trains that leave to your respective areas at the same time. Ask questions about when the trains and buses leave and plan when you will leave and when you will arrive so that you can make plans with your new companions who will pick you up.

1. Practice: In pairs, discuss your schedules with your companion. Look at bus and train schedules and make plans with your companion to depart on a bus or train. Use principles from this board display and any other principles you know up to this point.

2. Re-practice: Switch roles and teaching companions and repeat the activity. Make sure that both the missionaries are asking and answering questions about their schedules and plans. This time, when you are finished, call your future companion and tell them when you will be arriving.

Additional Scenario(s)

- Plan out your day with your companion. Discuss what time your meetings are scheduled for, when you need to catch which bus, and what time meals are planned for.

Adverb Participle “dams”

Vai
?
Jā
Yes
Nē
No
Kas
What/Who
Kad
When
Kāpēc
Why
Kur
Where

Jēzus			**mīlēja**	**mācīdams.**
Jesus			*loved*	*while teaching.*

Es	**Mēs**
I	*We*
Tu	**Jūs**
Thou (fam)	*You (pl/form)*
Viņš/Viņa	**Viņi/Viņas**
He/She	*They*

ne +
not

mīlēt	**lūg(t)**	
to love	*while praying*	
pravietot	**kristī(t)**	**+ dam +**
to prophesy	*while baptizing*	
kristīt	**mācī(t)**	
to baptize	*while teaching*	
ciest	**pravieto(t)**	
to suffer	*while prophesying*	
mācīt	**mīlē(t)**	
to teach	*while loving*	

	Sg	*Pl*
M	**s**	**i**
F	**a**	**as**

?

Jēzus Kristus
Jesus Christ
Jānis Kristītājs
John the Baptist

**Note: conjugate verbs*

Latvian Grammar: pg 62 TALL: pg 5, 26-28

Vai Jēzus mīlēja mācīdams.
Did Jesus love while teaching?
Jā, Jēzus mīlēja mācīdams.
Yes, Jesus loved while teaching.
Nē, Jēzus nemīlēja mācīdams.
No, Jesus did not love while teaching.

Drop “t” from verb and add the appropriate adjective ending to “dam” according to the subject of the sentence

Function: Narrating experiences and telling stories
Context: Teaching about Christ

Scenario

You and your companion are teaching the message of the restoration. Teach your investigator the section on Christ. Teach about what he did while on this earth. Use the adverb participle “dams” to describe things that he did simultaneously. Use any other grammar you may know up to this point. Testify, invite, and promise blessings where appropriate.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Practice teaching about Jesus Christ and what He did while here on earth.

2. Re-practice: Switch roles and teaching companions and repeat the activity.

Additional Scenario(s)

- You are teaching the plan of salvation. While teaching about our life on earth, use the adverb participle “dams” to describe things that we do on this earth simultaneously. Ex. Mēs turam baušļus mācīdams saviem bērniem.

Adverb Participle “ot”

Vai
?
Jā
Yes
Nē
No
Kas/Kam
What/Who
Kad
When
Kā
How
Kāpēc
Why
Kur
Where

Jēzus			**mīlēja**	**macot.**	
Jesus			*loved*	*while teaching.*	

Es	**Mēs**	**ne +**	**mīlēt**	**lūdz-**		?
I	*We*	*not*	*to love*	*while praying*		
Tu	**Jūs**		**pravietot**	**krist-**		
You (pl/form)	*Thou (fam)*		*while baptizing*	*to prophesy*		
Viņš/Viņa	**Viņi/Viņas**		**kristīt**	**māc-**	**+ ot**	
He/She	*They*		*to baptize*	*while teaching*		
			ciest	**pravietoj-**		
Jēzus Kristus			*to suffer*	*while prophesying*		
Jesus Christ			**mācīt**	**mīl-**		
Jānis Kristītājs			*to teach*	*while loving*		
John the Baptist						

Latvian Grammar: pg 63 TALL: pg 5, 26-28

Vai Jēzus mīlēja mācot.
Did Jesus love while teaching?
Jā, Jēzus mīlēja mācot.
Yes, Jesus loved while teaching.
Nē, Jēzus nemīlēja mācot.
No, Jesus did not love while teaching.

Function: Narrating experiences and telling stories
Context: Teaching about Christ

Scenario

You and your companion are teaching the message of the restoration. Teach your investigator the section on Christ. Teach about what He did while on this earth. Use the adverb participle “ot” to describe things that he did simultaneously. Use any other grammar you may know up to this point. Testify, invite, and promise blessings where appropriate.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Practice teaching about Jesus Christ and what He did while here on earth.

2. Re-practice: Switch roles and teaching companions and repeat the activity.

Additional Scenario(s)

- You are teaching the plan of salvation. While teaching about our life on earth, use the adverb participle “ot” to describe things that we do on this earth simultaneously. Ex. Mēs turam baušļus mācot saviem bērniem.

Dative Absolute

	Jēzus *Jesus*			**māca** *teaches*	**mums** *we*			**jūtot Svēto Garu.** *while feeling the Spirit.*
Vai *?*	**Es** *I*	**Mēs** *We*	**ne +** *not*	**liecināt** *to testify*	**man** *i*	**mums** *we*	**ne +** *not*	**liecinot** *while testifying*
Jā *Yes*	**Tu** *Thou (fam)*	**Jūs** *You (pl/form)*		**runāt** *to speak*	**Tev** *thou*	**Jums** *you*		**runājot** *while speaking*
Nē *No*	**Viņš/Viņa** *He/She*	**Viņi/Viņas** *They*		**just Svēto Garu** *to feel the spirit*	**viņam/viņai** *he/she/they*	**viņiem/viņām** *they*		**jūtot Svēto Garu** *while feeing the spirit*
Kas / Kam *What/Who*				**mācīt** *to teach*				**mācot** *while teaching*
	Jēzus Kristus *Jesus Christ* **Svētais Gars** *The Holy Ghost*				**Jēzum Kristum** *Jesus Christ*			

?

Latvian Grammar: pg 64 TALL: pg 13, 34-35, 114-115

Vai Jēzus māca mums jūtot Svēto Garu.
Does Jesus teach while we feel the spirit?
Jā, Jēzus māca mums jūtot Svēto Garu.
Yes, Jesus teaches while we feel the spirit.
Nē, Jēzus nemāca mums jūtot Svēto Garu.
No, Jesus does not teach while we feel the spirit.

In English the word "while" would appear in the middle of the sentence. However, because "while" is the participle "ot," in Latvian 'while' comes at the end.

Function: Asking and answering questions of cause and effect
Context: Situations when we feel the spirit

Scenario

You and your companion are teaching the message of the restoration. Your investigator has committed to read and pray about the Book of Mormon and about Joseph Smith. She doesn't know what to expect for an answer though. Teach you investigator about situations in which you can feel the spirit. Help her to recognize the feelings of the spirit. Use dative absolute to help describe when the spirit is there. Ex. The Holy Ghost teaches while we read the scriptures.

1. Practice: In pairs, one missionary will take the role of the investigator and the other fill the role of the missionary. Practice teaching about the spirit and situations in which we may feel the spirit.

2. Re-practice: Switch roles and teaching companions and repeat the activity.

Additional Scenario(s)

- You are training a new missionary. He knows how to testify and wants to participate as much as possible. He is nervous about when to testify. Tell him when would be appropriate to testify. Use dative absolute to accomplish the task. Ex: Tu liecini man runājot par Džosefu Smitu.

Appendix

These principles have page references to the Latvian Grammar book, if they are not included there they will include a brief explanation here.

Adverb Participle "am" (pg 65)

Aspect and Verb Prefixes (pg 48)

"**Daudz"** If there is no other grammar principle in play the word after "daudz" goes into Genitive case. Ex; Man ir daudz abolu.

Indefinite Emphatic Pronoun (pg 72)

Irregular Verbs (pg 26) "But, to be" is one of the board displays and is one of three irregular verbs.

Long Signs (pg 78)

Numbers which end in "t" If there is no other grammar principle in play the word after a number which ends in "t" goes into Genitive case. Ex; Man ir desmit abolu.

Past Active Participle (pg 67)

Past Passive Participle (pg 68)

Present Active Participle (pg 69)

Present Passive Participle (pg 70)

Relative Mood (pg 76)

Time Phrases (pg 74)

Transitive and Intransitive Verbs (pg 77

Vocative Case (pg 24)

Word Building (pg 51) also found in the appendixes of this text

Latvian Noun and Adjective Endings

		Adj End					
Masc.	**?**	**I**		**II**		**III**	
		Sg.	**Pl.**	**Sg.**	**Pl.**	**Sg.**	**Pl.**
Nom	Kas	s	i	is	,i	us	i
Acc	Ko	u	us	i	,us	u	us
Gen	Kā	a	u	,a	,u	us	u
Dat	Kam	am	iem	im	,iem	um	iem
Loc	Kur	ā	os	ī	,os	ū	os
Fem.	**?**	**I**		**II**		**III**	
		Sg.	**Pl.**	**Sg.**	**Pl.**	**Sg.**	**Pl.**
Nom	Kas	a	as	e	es	s	is
Acc	Ko	u	as	i	es	i	is
Gen	Kā	as	u	es	,u	s	,u
Dat	Kam	ai	ām	ei	ēm	ij	īm
Loc	Kur	ā	ās	ē	ēs	ī	īs

	Def Adj End			
	Masc.		**Fem.**	
	Sg.	**Pl.**	**Sg.**	**Pl.**
Nom	ais	ie	ā	ās
Acc	o	os	o	ās
Gen	ā	o	ās	o
Dat	ajam	ajiem	ajai	ajām
Loc	ajā	ajos	ajā	ajās

Kurš, Kāds, Tāds, Pats	Use adj endings
Šīs, Tās	Use def adj endings

some exceptions to Tās, Šīs & Pats. Some "a's" become "i's." most in Nom case

Participles all use adjective endings after their respective participle ending

All adjectives match what they describe in number, case, and gender.

Personal Pronoun Chart

	1st person		2nd Person		3rd Person				Indefinite
					Masc		Fem		
	Sg	**Pl**	**Sg**	**Pl**	**Sg**	**Pl**	**Sg**	**Pl**	
Nom	Es	Mēs	Tu	Jūs	Viņš	Viņi	Viņa	Viņas	**
Acc	Mani	Mūs	Tevi	Jūs	Viņu	Viņus	Viņu	Viņas	Sevi
Gen	Manis	Mūsu	Tevis	Jūsu	Viņa	Viņu	Viņas	Viņu	Sevis
Possesive	Mans	"	Tavs	"	"	"	"	"	Savs
Dat	Man	Mums	Tev	Jums	Viņam	Viņiem	Viņai	Viņām	Sev
Loc	Manī	Musos	Tevī	Jusos	Viņā	Viņos	Viņā	Viņās	Sevī

mans, tavs, savs, and šis, tas, pats are **adjectives** that match what they possess/ describe. šis, tas, pats have charts in the grammar book

Superlative	Adjective	Labs	Good	All of these have adj or def adj endings that **must match**. "Pats" is alo an adj and must match as well (is unusual in Nom case).
	Adj + āk + adj end	Labāks	Better	
	Adj + āk + def adj end	Labākais	Best	
	Vis + adj + āk + def adj end	Vislabākais	Most Best	
	Pats, adj + āk + def adj end	Pats Labākais	Very Bestest	

Verb Endings						
Past Tense	remove "t" and add	u	ām	remember, the stem may change for I con verbs. II & III con need a "j" before the ending		
		i	āt			
		a				
Present Tense	**1st Con:**	add endings to PROPER stem		u	am	"Tu" form is usually the most complicated
				i/**	at	
				**		
	2nd Con:	remove "t" and add		ju	jam	all cognates and "ot" verbs are 2nd con
				**	jat	
				**		
	3rd Con ēt & āt:	remove last 2 letters and add		u	am	3rd Con have fewer syllables in present than in
				i	at	
				**		
	3rd Con īt &ināt:	remove last 2 letters and add		u	ām	All "ināt"/"īt" and some, but not all, "ēt"/"āt" are 3rd
				i	āt	
**=no ending				a		
Future Tense	remove "t" and add	šu	sim	Remember, for "st" verbs drop "s" and add "i" after the "t". For "zt" verbs, drop "t" add "i" before		
		si	sit/siet			
		s				

Formulas

Reflexive Verbs pg. 53	conjugate as if there were no "ies", then change endings to the following	u→os	+ies	+ means that you add the reflexive ending to the current ending			
		+(i)es	+ies				
		+as (+ies in future)					
Perfect Tense pg. 58	conjugate būt (signifies past, present or future), use past active participle (subject, conjugated būt, past stem of verb + participle ending ---------->)		**Regular**		**Reflexive**		
			Masc.	**Fem.**	**Masc.**	**Fem.**	
		Sg.	is	usi	ies	usies	
		Pl.	uši	ušas	ušies	ušas	
Passive Voice pg. 73	conjugate tikt and use past passive participle. (subject, conjugated tikt, infinitive verb + adj ending that matches subject)	"Tu *tiksi svētīts* ."					
		"you will be blessed."					
Past Active Participle pg. 67	Past stem of verb + participle endings (perfect tense endings in Nom case and "uš" + Adj endings for all other cases)	"*Nokritušas* Lapas."					
		"fallen leaves."					
Past Passive Participle pg. 68	infinitive of verb + adj endings. Looks very similar to passive voice but without "tikt"	"*Nokrāsots* galds."					
		"painted table."					
Present Active Participle pg. 69	present stem of verb + "oš" + adj ending	"*Augoši* banāni."					
		"growing bananas."					
Present Passive Participle pg. 70	present stem of verb + "am (ām)" + adj ending. The "able" principle	"*salasāms* rokraksts."					
		"readable handwriting."					
"Dams" Principle pg. 62	infinitive verb minus "t" + "dam" + nom adj endings or ies/ās for reflexive verbs. One subject does two things simultaneously.	"Es skatos filmu, *smiedamies* "					
		"I am watching a film and laughing."					

Grammar Formulas

"Ot" Principle pg. 63	present stem of verb + "ot"/"oties (reflexive)." One subject does one thing "while" doing another" (this is how you say "while" in latvian, NOT "kāmēr")	"Es skatos filmu, *smejoties* ." "I am watching a film while laughing."
"Ot" Dative Absolute pg. 64	Forms same as the "ot" principle. But refers to two subjects doing two different things simultaneously and not effecting one another. Subject of 2nd clause goes into dative.	"Skolotājs runa, *skolniekiem klausoties* ." "The teacher speaks, as the students listen"
"Am" Principle pg. 65	present stem of verb + "am"/"amies" (reflexive). the subject verbs something while that something verbs something else. Tip: it looks like the verb is in "mēs" form	"Es gribu dzirdēt tevi *runājam* angļu valodā." "I want to hear you speak English."
Debitive Mood pg.42 *does not put things into acc case	Dat subject, bija/ir/būs/būtu, jā + 3rd person present tense of verb. Signifies necessity. In present tense the "ir" can be dropped.	"Man (ir) jālasa šī grāmata." "I *must* read this book."
Conditional Mood pg. 57	Infinitive of verb + "u"/"os" (reflexive). Signifies "would" verb.	"Es nopirktu pienu, bet..." "I *would* buy milk but…"
Imperative Mood pg. 60 *command form. Only 3rd person uses a pronoun. In 3rd "lai" may mean	1. Tu form: present tense of verb in "tu" form 2 Jūs form: "tu" form + "iet" 3. Mēs form: future tense of verb in "Mēs" 4. 3rd person form: "lai" + 3rd person present	"Ej prom!" "Go away!" "Ejiet prom!" "Go away!" "Iesim!" "Lets go!" "Lai viņš iet!" "Let him go!"
Relative Mood pg. 76	present stem of verb + "ot"/"oties (reflexive)." Casts doubt or uncertainty; usually associated with the english word "supposedly."	"Vāveres *peldot* šai ezerē." "Squirrels supposedly swim in this lake."

Word Building			Examples				
People							
ājs/a	+	infinitive 2nd & 3rd con verbs	pestīt	+	ājs/a	=	pestītājs
ējs/a	+	past stem of 1st con verbs	cept	+	ējs/a	=	cepējs
ietis/e	+	nouns (used for Eastern Latvian cities)	Latvija	+	ietis/e	=	Latvietis
(i)nieks/ce	+	nouns, adj, numbers, adverbs, and present tense verb stems (used for Western Latvian cities)	Liepāja	+	(i)nieks/ce	=	Liepājnieks
ulis/e	+	adj, and sometimes verb stems	mazs	+	ulis/e	=	mazulis
Places							
nīca	+	nouns and adj	grāmata	+	nīca	=	grāmatnīca
tava	+	2nd & 3rd con verb infinitives	mazgāt	+	tava	=	mazgātava
tuve	+	1st con verbs	cept	+	tuve	=	ceptuve
Actions							
iens	+	past stem of 1st verbs, denote end result of an action	kliegt	+	iens	=	kliedziens
ums	+	past stem of 2nd & 3rd verbs, denote end result of an action	jautāt	+	ums	=	jautājums
šana	+	infinitive stem, refers to the process of doing the action	dziedāt	+	šana	=	dziedāšana
Qualities							
ums	+	adj	liels	+	ums	=	lielums
ība	+	adj, nouns, verbs, or participles. More abstract than "ums"	ticēt	+	ība	=	ticība
Diminutive							
iņš/a	+	"s" & "a" nouns	bērns	+	iņš/a	=	bērniņš
tiņš/a	+	"us" & fem "s" nouns	govs	+	tiņš/a	=	govtiņa
ītis/e	+	"is" & "e" nouns	brālis	+	ītis/e	=	brālītis
ēns	+	some animal names to make baby animal names	kaķis	+	ēns	=	kaķēns
uks	+	some animal names to make stuffed animals or otherwise cute	lācis	+	uks	=	lāčuks
Adjectives							
ains	+	nouns (especially nature/weather)	kalns	+	ains	=	kalnains
īgs	+	nouns (especially qualities, replaces ība) adj, adverbs, verb pres stem	ticība	+	īgs	=	ticīgs
gans	+	adj (especially colors)	zils	+	gans	=	zilgans
Verbs							
ināt	+	adj, verbs, and nouns	stiprs	+	ināt	=	stiprināt
Adverbs							
i	+	adj (ām is less common and more colloquial)	lēns	+	i	=	lēni
ām	+			+	ām	=	lēnām

Baptism

_____, having been commissioned of Jesus Christ I baptize you in the name of the Father and of the Son and of the Holy Ghost. amen.

Confirmation

_____, by the authority of the Melchizedek Priesthood which we hold, we lay our hands upon your head and confirm you a member of the Church of Jesus Christ of Latter-day Saints, and say unto you receive the Holy Ghost. (*Words of blessing*) In the name of Jesus Christ, amen.

Anointing

_____, by the authority of the Melchizedek Priesthood I lay my hands upon your head and anoint you with this consecrated oil. In the name of Jesus Christ, amen.

Sealing an Anointing

_____, by the authority of the Melchizedek Priesthood which we hold, we lay our hands upon your head and seal and confirm this anointing. (*Pronounce a priesthood blessing*) In the name of Jesus Christ, amen.

Kristīšana

_____, būdams pilnvarots no Jēzus Kristus, es kristīju tevi Tēva un Dēla un Svēta Gara vārdā. āmen.

Konfirmācīja

_____, ar Melhisedeka priesterības pilnvarām, kuras mums ir, mēs uzliekam savas rokas tev uz galvas un konfirmējam tevi par Pēdējo Dienu Svēto Jēzus Kristus Baznīcas locekli un sakam tev, saņem Svēto Garu. (Svētības vārdi) Jēzus Kristus vārdā, āmen.

Iesvaidīšana

_____, ar Melhisedeka priesterības pilnvarām, es uzlieku savas rokas tev uz galvas un iesvaidu tevi ar šo iesvētīto eļļu. Jēzus Kristus vārda. Āmen.

Apstiprināt iesvaidīšanu

_____, ar Melhisedeka priesterības pilnvarām, kuras mums ir, mēs uzliekam savas rokas tev uz galvas un saistām un apstiprinām šo iesvaidīšanu. (dodiet priesterības svētību) Jēzus Kristus vārdā, āmen.

Naming/Blessing Children

Our Heavenly Father, by the authority of the Melchizedek Priesthood we bring this child before thee and give him/her a name and a blessing. (*State name. Pronounce blessing*) In the name of Jesus Christ, amen.

Conferring/Ordaining

_____ , by the authority of the Melchizedek Priesthood, we lay our hands upon your head and confer upon you the (Melchizedek/Aaronic) Priesthood and ordain you to the office of (deacon/teacher/priest/elder). We bestow upon you all the rights, powers and authority of that office. (*Pronounce a blessing*) In the name of Jesus Christ, amen.

Setting Apart

_____ , by the authority of the Melchizedek Priesthood which we hold, we lay our hands upon your head and set you apart as a _____ in the (Organization) of the branch/ward in the Church of Jesus Christ of Latter-Day Saints. (*Pronounce a blessing*) In the name of Jesus Christ, amen.

Bērnu svētišana un vārdu došana

Mūsu Debesu Tēvs, ar Melhisedeka priesterības pilnvarām, mēs nesam šo bērnu tavā priekša lai dotu viņam/viņai vārdu un svētību. (sakiet vārdu. Dodiet svētību) Jēzus Kristus vārdā. āmen

Piešķirt priesterību/iecelt amatā

_____, ar Melhisedeka priesterības pilnvarām, kuras mums ir, mēs uzliekam savas rokas tev uz galvas un pieškiram tev (Melhisedeka/Ārona) priesterību un ieceļam tevi (diakona/skolotāja/priestera/elder a) amatā. Mēs dodam tev visas tā amata tiesības spēkus, un pilnvaras. (dod svētību) Jezus Kristus vārdā. Āmen

Nozīmēt (iesvētīt)

_____, ar Melhisedeka priesterības pilnvarām, kuras mums ir, mēs uzliekam savas rokas tev uz galvas un nozīmejam tevi par Pēdējo Dienu Svēto Jēzus Kristus Baznīcas (tādas) draudzes/bīskapijas _____. (dod svētību) Jezus Kristus vārdā. Āmen.

THE CHURCH OF
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